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ABSTRACT

College summer sessions, and specifically the summer program at the University of Wisconsin-Madison between 1885-1985 are discussed in two papers and a conference summary. In "History of Summer School at the University of Wisconsin," John W. Jenkins and Barry J. Teicher examine the emergence and nature of summer programs in the context of the University of Wisconsin-Madison's value and governance systems. Clarence A. Schoenfeld's paper, "The American University in the Summer Revisited," is a current reflection on university education in the summer and a followup to his 1967 paper, "The American University in a Summer." Included are reactions to the Schoenfeld paper by four educators, John R. O'Fallon, Ellen Elms Notar, Thomas S. McLeroy, and John Schmidt. Finally, Harland Samson summarizes conference discussions in "Summer Education in the Future," with attention to six topics: mission and goals of summer sessions; summer school governance and administration; delivery of instruction; innovation and experimentation; relationship of summer session to the academic year; and the role of the summer dean. Appended are descriptions of summer activities over the past 100 years for 13 schools or departments of the University of Wisconsin-Madison, as well as a chronology of important summer school events. (SW)

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# *Education In Summer: 100 Years At UW-Madison*

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# *Education In Summer: 100 Years At UW–Madison*

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Division of Summer Sessions and
Inter-College Programs
University of Wisconsin-Madison
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# Introduction

In July 1885, the University of Wisconsin–Madison sponsored its first educational program during the summer. This initial effort, an offering of a language course using Regent-approved University facilities, has grown over the past 100 years to a broad array of summer programs that is an intimate and essential part of the year-round operations of the University. From a single course enrolling 14 persons the summer term has grown to an offering of approximately 1,400 courses with credit enrollment of over 15,000.

To commemorate the centennial year of summer activity at the University of Wisconsin–Madison several events were planned and conducted. Among these were the commissioning of a paper under the joint authorship of John W. Jenkins and Barry J. Teicher; the commissioning of a paper by Clarence A. Schoenfeld; and the sponsorship of a conference on "Education in the Summer." This book contains these two papers and a synthesis of the conference presentations and discussions on the future of summer sessions in higher education.

The paper "History of Summer School at the University of Wisconsin," by Dr. Jenkins and Dr. Teicher, both Research Associates at the University of Wisconsin–Madison, examines the emergence and nature of summer programs within the overall development of the University's value and governance systems. Their research reveals how the personalities of campus administrative leadership, faculty interests, and external events influenced the nature of summer education programs over these past 100 years.

The paper by Professor Schoenfeld, Emeritus Dean of Inter-College Programs, Emeritus Professor of Journalism and Environmental Studies, and Adjunct Lecturer at the University of Wisconsin–Madison, "The American University in the Summer Revisited," is a current reflection on university education in the summer and a follow-up to his 1967 classic, *The American University in Summer*. Comments on the Schoenfeld paper were prepared by four educators well-versed in the nature and scope of summer programming. Dr. John W. Schmidt, Dean of General Extension for the University of Wisconsin System who served as moderator for the critique panel at the conference, points out some concerns regarding the fiscal dimensions of summer education. Dr. Thomas S. McLeRoy, Dean of Continuing Education and Outreach at the University of Wisconsin–Whitewater, directs his responses to matters regarding the academic and the nontraditional programs and to the summer school administration. Dr. Ellen Elms Notar, Academic Planner for the University of Wisconsin System, shares her views and reactions about experimental programs in the summer. Dr. John R. O'Fallon, Assistant Vice-President for Advanced Studies and Director of Summer Sessions at the University of Notre Dame, directs his remarks to the academic contributions of programs in the summer.

The third section of this book is a synthesis of conference discussions and the presentations by three well-known university administrators on the future of summer programming in higher education. The three presenters were Ms. Jean M. Shanahan, Director of Admissions at the University of Wisconsin–Milwaukee, Dr. John R. Palmer, Dean of the School of Education at the University of Wisconsin–Madison, and Dr. Harold A. Miller, Dean and Professor of Continuing Education and Extension at the University of Minnesota. This section also incorporates some of the observations of a listening team of Dr. George Sledge, Associate Dean in the College of Agricultural and Life Sciences, and Associate Director of Academic Student Affairs, and Professor of Continuing and Vocational Education at the University of Wisconsin–Madison, and Dr. Bonnie Svarstad, Associate Dean of the School of Pharmacy and Associate Professor of Pharmacy at the University of Wisconsin–Madison. The appendix contains some additional historical information on summer sessions at the University of Wisconsin–Madison.

Although the focus of some of the material in this book is on summer sessions at the University of Wisconsin–Madison, the substance of what is presented goes well beyond this one campus. The nature of summer education, the mission and governance of the summer programs, the factors influencing summer programming, and the expectations of the future of summer education in higher education institutions are matters of concern to all persons interested in summer education regardless of nature or size of their institution. It is hoped that these papers and the associated discussions will be of some enlightenment to all who read them.

Harland E. Samson, Dean
Division of Summer Sessions
and Inter-College Programs

# *Origins and History of the UW Summer Session*[1]

*John W. Jenkins and Barry Teicher*

## *I*

Toward the end of the nineteenth century, the University of Wisconsin, as part of a national trend, shifted from college to university status. Driving this revolutionary process, more than anything else, was the Prussian university model, especially its emphasis upon modern scientific or empirical research methodology, which carried with it the promise of increased knowledge of and control over nature and society. This model appealed strongly to young American academics who came of age during a seething era of industrialization and intellectual ferment. Many of them visited Germany for advanced work, returning home with Ph.D. degrees and taking up faculty posts at Harvard, Cornell, and other leading institutions of higher education. By 1876 in America, modern scholarly research and graduate study had developed to such an extent that Johns Hopkins University in Baltimore, Maryland, opened its doors to emphasize them almost exclusively. The German influence also expressed itself in the American Midwest, with the University of Michigan probably responding first to its sway. At Wisconsin, the presidency of Thomas C. Chamberlin, from 1887 to 1892, marked the watershed period of development.[2]

Of course the challenges of modern scholarship had begun to make themselves felt at Wisconsin long before the late 1880s. From 1848, when the institution was founded, through the 1850s tradition stood largely intact. University Regents and administrators shaped their new and very small institution largely upon the old collegiate model, which featured a liberal arts curriculum and a Christian-oriented and paternalistic residential living arrangement for students. Not surprisingly, the first two campus buildings completed were dormitories, where students were expected to live under faculty tutelage and guidance. During the Civil War the Regents found themselves faced with the problem of hiring a new Chancellor. Their choice in 1867, Paul Chadbourne, indicates a dawning awareness of and willingness to moderate potentially disruptive features of the modernizing tendencies then developed within academe. Chadbourne was perfect for the job. He was a professor of the natural sciences at Williams College who had earned wide acclaim for his speeches and writings that argued the full compatibility of modern science with Christian doctrine. Chadbourne produced as expected at Wisconsin until 1870 when he returned to Williams as Mark Hopkins' successor as President.[3]

The Regents next selected John Twombly as President. His scholarly credentials were fully as undistinguished as Chadbourne's had been distinguished. At the beginning this faithful and perhaps rather simple Methodist minister, a man lacking Chadbourne's scientific background and perspective, seemed ready and willing to moderate tradition and change at Wisconsin.[4] Unfortunately for Twombly, the modernizing process was gaining momentum at Wisconsin, and he could not resist it. From time to time, new faculty members were hired and new courses were taught. As modern subjects augmented the liberal arts curriculum, students began viewing their courses as objects of interest and debate, while faculty members looked more and more toward their students as possessors of inquiring and constructive minds. A scholarly tone was gradually replacing the old paternalistic one, the one Twombly favored. The clash soon came, and Chadbourne's successor was no match for the increasingly assertive students. In 1874 the Regents allowed Twombly to resign or be fired for incompetence.

The more substantive and enduring presidency of John Bascom straddled the fence between the old and the new academic worlds. On the one hand, Bascom eschewed Christian doctrine for a more naturalistic or philosophical cosmology. He was himself a productive scholar. He brought to campus young professors from many of the developing fields of inquiry. And, early in his administration, he saw to it that Science Hall was built to accommodate their requirements. On the other hand, Bascom was a staunch advocate of collegiate moral education, although his rational method (involving lecture, consultation, and study) contrasted strongly with the more affective paternalistic approach of the other system. More in keeping with his predecessors, Bascom

maintained strict personal control over the instructional program, closely supervising both faculty and students. Most fundamentally, Bascom approached his presidential duties from a traditional point of view: he thought he knew what was good for society and its citizens and he tried to provide the best possible college education to further that good. He also tried more generally to lead citizens of Wisconsin on several social reform crusades, which finally wore out the good graces of the Regents and helped lead to his forced resignation in 1887.

While Bascom went about the business of running his college, the pieces were falling into place that would allow President Chamberlin, Bascom's successor, to transform the institution into a genuine modern university. Recall that during the 1850s the first two University buildings constructed were dormitories. Three decades later, in December of 1884, Science Hall burned to the ground. Classroom space was needed, and Bascom responded in 1885 by turning the boys out of those two dormitories—the only two there were for boys—so they could be used as instructional facilities. The logic of the move was obvious. The striking fact of the episode was that no one lamented the educational tragedy of having to close the dormitories or anguished over the problems the boys might encounter in trying to find lodging in town. Such a response during the 1850s would have been unthinkable. What had happened?

In essence, and in addition to an improved housing market, modern scholarship had quietly subverted basic features of the original institution. For one, the nature of the student had changed. President Twombly collided with this phenomenon early in its development. Later President Bascom had recruited faculty members in many of the modern fields of study, thereby encouraging, merely by virtue of the subject matter itself and the approach scholars took toward it, the trend toward a view of students as rational and responsible. With this view, the personal problems of college students no longer seemed properly to fall within the purview of University personnel; students could and should take care of themselves. Thus the response—or lack of response—to the closing of the dormitories in 1885. Similarly, and for the same reasons, the broader University itself had changed. Notwithstanding President Bascom's moral fervor and concern to maintain centralized control of the instructional program, the growing cadre of modern scholars was expanding its activities beyond the traditional boundaries of the college teaching professorate into the areas of research and writing. The original institutional structure really could not accommodate this development, and it would be left to Thomas Chamberlin to provide an alternative.

Chamberlin, a geologist, was the first of several highly distinguished scientists and full-fledged advocates of the Prussian model to serve as President at Wisconsin. Unlike Chadbourne, he did not concern himself with theology. Unlike Bascom, he left moral education to others. Instead, he positively reveled in the achievements and promises of modern scholarship—the social sciences and humanities as well as the natural sciences—and he set himself the task of providing it a congenial and nurturing environment. Most directly this meant the hiring of more research faculty members, the defining of new departments, the providing of research facilities, the enrolling of capable graduate students, and the setting up of a faculty committee that ultimately would evolve into the Graduate School. These were the key accomplishments that resulted in the shift at UW from college to university status.

Another less glamorous yet closely related issue that Chamberlin faced in building a modern university was the problem of improving high school science instruction throughout Wisconsin. The quality of teaching there had been a perennial topic of concern among UW officials, but its urgency was greater now that the institution would increasingly be offering modern scientific work for undergraduates. Obviously much more could be accomplished if students arrived at the University well prepared. But how could this be when their teachers, themselves lacking first-rate university preparation, possessed outmoded science educations at best? The answer, hinted at two years earlier in 1885 with the privately owned and operated, one-term Stager Summer College of Languages—the first summer school ever held at Wisconsin—was presented to Chamberlin almost upon the day of his arrival at UW by two of his faculty members, Professor of Education John W. Stearns and Professor of Biology Edward Birge: Summer School for Teachers.

## II

The introduction in 1885 of the first summer school at Wisconsin, the Stager Summer College of Languages, involved the convergence of several strands of nineteenth century educational and social history. According to Howard S. Miller,[1] summer school evolved during the 1860s and 1870s at America's leading bastions of modern scientific study. In the summer of 1869, for example, Harvard University sponsored a geological research expedition to the Rocky Mountains. Four years later, Harvard Professor Louis Agassiz established his Anderson School of Marine Biology. Subsequently, researchers founded the Academy of Science at Salem, Massachusetts. And by 1879 Johns Hopkins University was running its zoological laboratory. These developments were not accidental. The Prussian model, as interpreted in America, called above all for detailed and systematic empirical research. And the Eastern climate being what it was, field and laboratory work in many subjects naturally flourished during the summer months. In many ways it is fair to say that American scholarly research originated as a summertime phenomenon.

Meanwhile, a more general educational movement was spreading across America. Public high schools and libraries sprouted up in dusty Midwestern towns as well as in crowded urban centers. Both the Lyceum and Chautauqua brought scientific, literary, and dramatic traveling shows to the rural countryside. Especially with regard to Chautauqua, the appeal was nearly universal and irresistible. Increased knowledge and understanding were fine, but so too was the frequently rare opportunity to mix and mingle, in a sense to vacation, with one's neighbors. During this early industrial era, boasting increased leisure and literacy but lacking the mass availability of books, motorized transportation, radio and television, Chautauqua possessed a surefire formula for success.

These trends of the time were not lost upon the professional education community. In 1879, for example, a group in upstate New York organized their first Chautauqua Teacher's Retreat, the

purpose being, they said, to "benefit secular teachers by combining with the recreative delights of the summer vacation the stimulating and quickening influence of the summer school." According to Miller, the Retreat helped "popularize the notion that the summer school was the ideal teacher training institution for advanced work, a subtle wedding of the classroom and the resort." Closer to home in Wisconsin, the Monona Grove Assembly, the Madison-area Chautauqua, flourished during the 1870s while the summer school idea made little headway. In 1876 President Bascom, hailing only recently from Williams College and maintaining his Eastern contacts, requested and received from the Regents permission for UW professors to conduct their own individual summer classes on campus with free use of the facilities. The faculty, however, never took advantage of this opportunity, and the idea of conducting summer school upon the UW campus languished for nearly a decade.

Finally during the summer of 1885 Leo Andreas Stager arrived in Madison to open his Stager Summer College of Languages. Boasting a background of teaching throughout New England and New York, most recently as instructor at the Sauveur Summer Language School of Amherst, Massachusetts, Stager promised to "carry culture" to the West, that is, to Wisconsin. His school, according to the *Circular* distributed at the time, would "do something for the spreading of Science and Knowledge in general." More specifically, Stager appealed to the "professional teacher" who, he claimed, "will be delighted with our new and easy way to impart Grammar and will find out, that we have a way of making the study of it a delight and not a task." Stager employed the modern "natural" method, by which students would find themselves speaking as natives within weeks. Stager arranged use of campus facilities, conducted the six-week session from July 6 though August 14, and thereafter moved on to greener pastures. The one-hundred year history of summer schooling at the University of Wisconsin had begun.

## *III*

Two years after Stager's 1885 language institute the Summer School for Teachers at UW opened for business. It stands as a direct ancestor to the present-day Summer Session. This section traces the first of three eras of UW summer school history, covering the years 1885 through 1911. It was during this period that the early Summer Session institutional structure evolved and its purposes and status within the larger institution were defined.

After Stager, the prime mover at the beginning of the era was John W. Stearns, UW Professor of Pedagogy and Psychology, head of the State Teachers Association, and editor of the *Wisconsin Journal of Education*, the Association organ. Uniquely situated, Stearns knew firsthand of developments in modern scholarship, he understood their implications for day-to-day life in Wisconsin's ever-growing number of public high schools, and he could make things happen. Professor Edward A. Birge, who had studied at Harvard with Louis Agassiz, was a faculty colleague of Stearns. It may in fact have been Birge who introduced to Stearns the idea of holding a summer school on the UW campus. In any event, Stearns announced in the March 1887 number of the *Journal of Education* that a Summer School for Teachers, operating under the auspices of the Teachers Association, would hold a four-week session the following summer at the university in Madison.

Notwithstanding Stager's one-term language institute, the first Summer School for Teachers provided a unique opportunity for Wisconsin's secondary school educators. It offered an entirely different sort of service than the score or so of county summer schools, which coached people to pass teacher certification examinations. Instead the Summer School for Teachers focused upon helping teachers learn their way around the laboratory, the field, and the classroom. The Agassiz influence was direct. As Stearns put it in the May *Journal of Education*, the Harvard professor was "a great teacher, with enthusiasm and new and large ideas as to science."

The instructional staff was impressive. Birge, who later would earn international fame as a pioneer in the study of inland lakes, offered work in physiology and zoology. Professor William W. Daniells, distinguished UW scientist and early advocate of agricultural experimentation, gave his course in chemistry. President Chamberlin, a one-time faculty member at Whitewater State Normal School in Wisconsin, found time to work with teachers, probably informally, on local geology. Franklin H. King, previously a student of Chamberlin's at Whitewater and future innovator in the application of physics to agriculture, taught physics and botany. Scholarship in the humanities and social sciences also found strong representation. Professor Lucius Hermitage, who had studied at Göttingen, Halle, Leipzig, and Athens, managed to teach Latin in such a way that, in Curti and Carstensen's words, "without sacrificing the highest standards of intellectual discipline he aroused enthusiasm for Latin literature among his students and won their confidence and affection." Finally, Professor Stearns, an advocate of the idea that the art of teaching should be augmented by modern pedagogical science, presented psychology and teaching methods.

The 1887 Summer School for Teachers was successful. Forty-five educators paid $10 each to attend the four-week session. The Regents allowed free use of UW classrooms and laboratories, and the Wisconsin Teachers Association probably raised additional funds. The fact remains, however, that the overall effort was small and its immediate implications for improved secondary education in Wisconsin were slight.

From 1888 through 1903 the Summer School for Teachers functioned in a sort of financial and institutional limbo. At first its backers treated the school as a possible new feature of Wisconsin's educational system, then including the public schools, the Wisconsin Teachers Association, the State Normal Schools, and the State University. In anticipation of the 1888 summer term, a meeting was held among Director Stearns, Professor Birge (who served as Secretary under Stearns), President Chamberlin, Professor Daniells, State Superintendent of Schools Chandler, and a Wisconsin Teachers Association representative, who apparently also was employed as a faculty member at one of the State Normal Schools. The group made three decisions: first, that the UW people would hire faculty and determine the course of study; second, that President Chamberlin would seek from the UW Regents funding for two instructors and permission to use classrooms and laboratories; and third, that Superintendent Chandler

and the Teachers Association representative would approach the Normal School Regents for money to hire two additional instructors. All performed their duties successfully, and the 1888 summer term increased its enrollment to 55.

Two new and potentially incompatible developments occurred in anticipation of the 1889 Summer School for Teachers. On the one hand, the Wisconsin Legislature approved the first of several annual $1000 appropriations for the School, the primary stipulation being that responsibility for choosing faculty would now be shared by the University President and the State Superintendent of Schools. On the other hand, the UW Regents made their first provision for granting credit toward degrees, by examination, for work done in the Summer School for Teachers. Already, it seemed, "regular" UW students had begun enrolling along with teachers, thereby indicating a broader appeal than originally anticipated, and leading to a decade-long debate within the University over its proper relations with the School. President Chamberlin and his successor, Charles Kendall Adams, took one side of the debate; the Regents took the other.

Both sides were glad to see the Summer School for Teachers improve the State's secondary school personnel, who in turn were better able to prepare University matriculants. In 1890 President Chamberlin told the Regents that "for the time and expense incurred probably no effort connected with the university gives larger educational returns."[7] Six years later President Adams, who had left the presidency of Cornell University in 1892 for his Wisconsin post, stated that "there is no question but that the School has materially improved the teaching of science and other branches in the high schools of the state."[8] The Regents, for their part, continued to provide and maintain University facilities gratis.

The rub came as Chamberlin and Adams pushed for the incorporation of the Summer School for Teachers into the University structure due to the School's growing role in the educating of regular academic year students. Thus Chamberlin, in one of his last official communications as President, asked the Regents to make the School "still more definitely and formally a branch of the University, and to extend its time to six weeks and recognize its work as that of a regular half-term. . . ."[9] Two years later, in his 1892–94 Biennial Report to the Regents, President Adams echoed Chamberlin's stand word for word, adding that the School's "necessities should be provided for as a regularly established and organic part of the institution."[10] From the Regents' point of view, such proposals made more or less sense depending upon their exact wording. If the request was to extend the summer term from four to six weeks, or even to abandon the traditional Fall-Winter-Spring term arrangement for the semester system, the Regents were willing to go along, as they did midway through the decade. But actually to take over entirely the School would cost money that already was extremely scarce. Thus in 1896 the Regents denied President Adams' appeal for a $1000 Summer School budget on the grounds that "this Board have no authority to appropriate any money to said school or guarantee any thereto."[11]

President Adams again approached the Regents in March of 1896. This time he offered a plan that would relieve the University of any direct or implied obligation to maintain programs for practicing teachers and at the same time enhance the instructional opportunities for continuing University students. Perhaps, said Adams, funding for the two functions might be divided "into two distinct parts,"[12] one part originating with and entirely under control of the Regents. The Board again demurred, failing to appropriate any money for the 1896 School. As Scott Goodnight points out, 1896 was a difficult year economically, and the Regents probably could not justify spending $1000 on 114 summer students.[13] Additionally, of course, the Regents' stated reason for refusing the appropriation remained in effect.

Meanwhile, the Legislature consistently supported summer school at the University. Between 1887 and 1896, they appropriated $1000 annually in support of the Summer School for Teachers, exclusive of 1893 when the session was cancelled to allow teachers to attend the Chicago Exposition. In April of 1897, the Legislature unilaterally added $2000 to the University budget to help finance the "summer school of science, literature, language and pedagogy in connection with the university."[14] And the following August, the Legislature, responding directly to the Regents' 1896 statement that they had no right to appropriate funds to an institution not under their control, passed an enabling bill granting permission for the UW to maintain a summer school. The Regents, however, avoided decisive action for another two years.

Following strong lobbying by President Adams, the University Board of Visitors, and at least one faculty committee, the Board of Regents finally acted during April of 1899. Their decision recalled Adams' March 1896 recommendation that parallel summertime institutions be maintained. The Regents now specified that $2000 would be spent on the Summer School for Teachers, and that an additional $5000 would support a new University of Wisconsin Summer Session, with College of Letters and Science Dean Edward A. Birge serving as Director with a salary increment of $100. Professor Stearns remained Director of the Summer School for Teachers. As the first *Bulletin* of the Summer Session put it, "While the summer session of the University will include the Summer School of Teachers . . . it is not an enlargement of that school, but has a different purpose," involving the awarding of undergraduate and graduate credit for courses taken in 20 College of Letters and Science departments.[15]

The Regents' action was clearly warranted. Over the years the Summer School for Teachers had increasingly attracted and accommodated both teachers and regular academic year degree candidates. Although statistics for the era do not distinguish between teachers and continuing students, they do indicate a fluctuating yet generally growing attendance. Beginning with an enrollment of 45 in 1887, the School registered 190 in 1892. Two years later the figure had dropped to 114, but by 1898, the last year before the dual system, 221 attended. The teaching staff varied accordingly, with five employed the first two years, increasing to 23 in 1898. Enrollment growth also allowed for expansion of the curriculum. The administration was able to add English Literature in 1889, rhetoric and mathematics in 1890, and German, algebra, geometry, trigonometry, political economy, and Herbartian pedagogy in 1894. The Summer School of Library Science, partially funded by philanthropist Senator J. H. Stout of Menomonie, Wisconsin, opened in 1895 and later became, in Miller's

words, "a semi-permanent fixture."[19] As noted earlier, University credit became available during the 1889 summer term, and the session was lengthened from four to six weeks in 1895, thereby making possible the completing of bachelor's studies in three years.

With Edward Birge installed as Director in 1899, the Regents affirmed the larger UW commitment to modern scholarship, graduate studies, and general academic excellence vis-á-vis the UW Summer Session. Birge's successors in the directorship, Dana P. Munro (summers of 1904–1906) and George C. Sellery (summers of 1907–1911), did likewise. Birge, as already noted, was a leading biologist, while Munro and Sellery were European historians. All of them were well respected by their colleagues at UW and beyond. Furthermore, Birge had been appointed the first College of Letters and Science Dean by President Chamberlin, and would serve as Acting University President from 1901 to 1903 and President from 1918 to 1925. Munro would accept a professorship at Princeton University. Sellery would serve as Dean of the College of Letters and Science at UW from 1918 to 1941. These three scholar-administrators completed the initial shaping process of the Summer Session. Their primary commitment in each case was more fully and appropriately to integrate the Summer Session with the larger University.

Their particular accomplishments varied, but all contributed to the same end. Birge continued to broaden the curriculum. He also managed the introduction of a unique scheme to recruit the best professors to teach during the summer. The arrangement, first approved by the Regents in November 1899, deferred pay from Summer Session teaching in such a way that two terms of unremunerated service might be redeemed later for one semester's leave of absence at full salary. In 1903 the Regents appointed Charles R. Van Hise President. Van Hise requested that Birge retain the Letters and Science deanship, which he did. But after fifteen years of service in the summer school, Birge opted to leave his administrative post there.

Professor Munro made at least two important contributions. One was to arrange for the nationally renowned chairman of the UW History Department, Frederick Jackson Turner, to analyze the meaning and potential of the Summer Session. The result was a six-page memo that placed the Summer Session at the heart of a serious competitive struggle, primarily with the University of Chicago (founded in 1891), to enroll school personnel, many of them seeking advanced degrees, and ultimately the cream of Midwestern undergraduate and graduate students. As Turner put it, "Unless we adopt a broad policy, and gain a reputation by becoming a summer Mecca for educational movements from neighboring states, we shall cut our students off from the opportunity to share in this growing area opening to the teacher."[20] The other contribution was to merge the dual summer school system, which by 1903 was obviously an artificial and unnecessary arrangement, by placing all responsibility and authority under the Summer Session aegis. Enrollees, after all, be they teachers, graduates, or undergraduates, sat in the same classrooms, heard the same lectures, read the same books, completed the same assignments, and received the same reports. Furthermore, with the dual system abandoned, and the Summer Session even more fully an extension of the regular academic year, normal entrance requirements were in effect year-round, thereby tending to raise the academic qualifications of the summertime students.

George Sellery approached his directorship with gusto. As Scott Goodnight observed in 1940, it was Sellery "who really began to streamline the session, modernizing and publicizing it in every legitimate way." By the end of his administration in 1911, Sellery "had rebuilt the ship and piloted it into the deep."[21] Looking within the University, Sellery worked effectively to expand the course offerings. His report to President Van Hise for the summer of 1910 boasted that the Summer Session now included graduate and undergraduate work in Engineering, Law, and Agriculture, as well as in Letters and Science. Looking without, Sellery faced the Chicago challenge. The listing of only a few facts demonstrates its strong presence at the time: President Chamberlin had resigned his post at UW to become head of the Geology Department at Chicago; President Van Hise had spent ten years as a faculty member commuting between the two institutions, maintaining half-time appointments at each; the Frederick Jackson Turner memo vividly described the difficult relationship; and Sellery himself had earned his Ph.D. at Chicago. It was in this context that the Director organized an advertising campaign which, according to Miller, at once offended some academic purists while significantly increasing enrollments.[22]

When George Sellery resigned the directorship in 1911 to concentrate upon his historical scholarship, the Summer Session had found its place within the larger University of Wisconsin instructional community. Its annual attendance had mushroomed from 341 in 1899 to 1,537 in 1911, accommodating at one time on campus a diverse set of enrollment categories, including undergraduate, graduate, and preparatory students, auditors, normal school graduates, and school teachers and administrators. And programming had kept pace with the increasing diversity of these publics. In 1901, for example, the College of Engineering began running a School for Apprentices and Artisans, the idea being to serve "men employed in the various mechanical trades, who desired to obtain knowledge which would aid to advance them in their respective callings."[23] Public and semi-public lectures featured prominent educators from across the nation, as in 1902, when Director Birge brought in the Presidents of Clark University and Western Reserve, the Chancellor of the University of Nebraska, and the Dean of Teachers College, Columbia University. Finally, a Summer School of Ethics shared the Madison campus with the Summer Session from 1908 through 1910. Attracted to UW because of its generally congenial weather and fine social science research staff, the Summer School of Ethics boasted such lecturers as Felix Adler, Percival Chubb, and Jane Addams. Director Sellery's resignation brought to a close this first era of UW Summer Session history.

## *IV*

The second era, from 1912 to 1942, featured the directorship of Scott H. Goodnight. If the first era distinguished itself by a commitment to the grafting of an academically respectable Summer Session onto the larger University structure, the second emphasized programmatic and organizational responses to shifting wartime, social, and economic conditions. If the first era

required imaginative and scholarly leadership, the second called for a more conservative administration. Director Goodnight was the right man for the job. George Sellery had recruited him in 1910 as Assistant Director, responsible primarily for student affairs, a reemerging area of concern on campus. Up to that time, Goodnight had served on the faculty as Assistant Professor of German, and it may have been that first-rate scholarship was not his forte. In any event, Sellery commented in his last annual report to President Van Hise that without Goodnight's "cooperation the work of the session would have been much less effective."[4] The next year Goodnight found himself in charge.

Up at least to the early Depression years, with the exception of the 1917 and 1918 wartime sessions, Goodnight gave perhaps the bulk of his time and attention as Director to student affairs. This was logical for several reasons. First, as indicated earlier, Goodnight believed the Summer Session academic program had received its final shaping during the Sellery regime. Second, Goodnight, himself responsible for student affairs under Sellery, knew that much work along those lines remained to be done. Third, Goodnight, besides serving on the Summer Session staff, had also been the longtime chairman of the faculty committee on Student Life and Interests, the body responsible for student discipline. And finally, Goodnight, in 1915, was appointed by President Van Hise the first Dean of Men at the University of Wisconsin. Goodnight found his calling in student affairs.

All of this, of course, indicates that another basic shift in perspective had taken place since the scholarship-oriented days of President Chamberlin, who himself, unable to control unruly students, had been forced to appoint Professor Birge the first Dean of the College of Letters and Science, a job whose original duties were strictly disciplinary in nature. But the real change came with the rise of the Progressive Movement during the score or so years preceding World War I. This was a time when social reformers in the courts, legislatures, municipal and state governments, the press, the schools, and elsewhere called attention to many forms of corruption, real and imagined, and put forth suggested remedies, many of them extremely paternalistic in nature. The indeterminate sentence as a means of dealing with juvenile delinquency, for example, originated during this era. In higher education, *loco parentis* reasserted itself with a vengeance: boards of visitors lamented the sorry state of campus morality, deans of women were appointed, self-government associations were set up subtly to mold students' behavior and values, and, at Wisconsin, Scott Goodnight entered the fray.[5]

Director Sellery had issued the Summer Session call to arms in his annual report for 1910. "I am now firmly convinced," he wrote, "that the obligation of the University to foster a healthy social tone among its students is at its maximum in the summertime. The students come together largely as strangers, the session is short; if the students are to be molded together into a student body, and are to derive the social education and mental relaxation which flow from such a fusion, then the University must lend active aid. On the other hand, the initiative of the students must be developed, not diminished." To illustrate what he had in mind, Sellery noted that during the past few years student committees had taken "charge of the Friday evening entertainments in Lathrop Hall," including receptions, dancing, musicales, and informal student-faculty conversation groups. A Monday evening chorus had functioned under the leadership of Messrs. Bassett and Dykema of the University faculty.[6] (Sellery added in his 1911 report that, "It is . . . advisable to make clear that the controlling idea in the chorus is the 'social process' rather than the 'musical product.' ")[7] Student committees notwithstanding, 1910 was also the year that Director Sellery set out to staff the student affairs function with professionals by appointing Scott Goodnight Assistant Director and requesting that the University President appoint an "adviser of Women. This officer could render valuable service in the summer session."[8]

Up to the beginning of World War I the Summer Session provided a wide range of social and cultural opportunities for summertime students. In 1913, for example, Goodnight reported that many students attended vespers services each Sunday on Observatory Hill, a prominence overlooking Lake Mendota and bordering the campus to the north. Conducted by faculty members and local pastors, the services "were wholly non-sectarian in character."[9] The next year Goodnight reported that Professor of Music Dykema had been responsible for the chorus and other musical activities, that excursions to the Wisconsin Dells, led by University geology professors, had become "unwieldy" due to heavy participation, that State Historical Society museum curator C.E. Brown had conducted Saturday visits to local Indian mounds, and that French and German tables had been established at the commons in Barnard Hall, the recently opened second women's dormitory on campus. Perhaps the high point for Goodnight came in 1915 when he noted that "the social functions of the session are given over largely to the classes in festivals [professional education courses designed specifically for school personnel], which organize themselves into committees having charge of the Friday evening socials, a pageant upon the campus, and the basket picnic and reunion at the close of the session."[10] The Dean of Women, for her part, supervised activities at Lathrop Hall, the women's union building of the era. In 1912 Dean Libby B. Campbell, on a visiting appointment from Vassar College, reported that she had opened the hall two nights each week for "men callers," although few took advantage of the opportunity due to the "superior attraction of canoeing." She also allowed use of the hall for club meetings, while refusing it for "private parties."[11]

Meanwhile, Director Goodnight nurtured two additional services for which he held great pride. The first was the Tent Colony, located at the far western end of campus along the lakeshore. Initially put into operation during the 1913 Session in response to student requests, the Colony provided rough-and-ready living accommodations for eight families. The University made available drinking water, sanitary facilities, and a pier, while residents supplied their own camping gear. The cost was less than one-half of what it would have been to live in town, and the area, although infested with mosquitoes and poison ivy, housed a unique recreational and schooling experience. The University improved the site and facilities from time to time, and the Colony, later known as Camp Gallistella (named in honor of Buildings and Grounds Superintendent Albert Gallistel and his wife, who took up residence at the camp in summer and made its operation a hobby), grew and prospered well into the post-World War II era.[12]

The other service provided health care to a student body of

which about one-half were poorly paid and underinsured school teachers. It began on a small scale during 1911 when the Summer Session budgeted for the contract of Dr. Joseph S. Evans to lengthen his academic year assignment. By 1914 Evans' Student Health Service assisted 449 patients through 1,694 office consultations and 86 outside visits. Director Goodnight wrote at the time that "hundreds of teachers enter wearied from the work of the school year and in poor physical condition. They eagerly avail themselves of the opportunity for free medical advice, and in the great majority of cases they leave the session in better health than upon their arrival."[5] The Student Health Service remained in the Summer Session budget through 1924, after which time it began serving the campus on a twelve-month basis under its own auspices.

The United States entered World War I in April of 1917, and Director Goodnight found himself in a very difficult position. He already had hired his teaching staff, printed advertising material, and generally made plans based upon a budget approved prior to the declaration of war. At first he considered canceling the 1917 Session, but finally decided, almost certainly in consultation with President Van Hise, if not Professor Sellery and Dean Birge, to carry on and make good with his commitments. Looking back after two years of conflict, Goodnight wrote to President Birge (President Van Hise had died recently), that "It was frankly our endeavor to make the summer session serve the national interest during the war to just as great an extent as possible."[6] And that he did, perhaps partially to atone for his German background and service in the German Department.

Among the subunits of the national higher education context, summer schools and extension divisions responded most readily to the wartime crisis. They succeeded in doing this by virtue of their budgeting, programming, and staffing arrangements that largely depended upon year-by-year assessments of present conditions. At the UW Summer Session this certainly was the case. Between April of 1917 and the opening of the summer term, the faculty revamped and added new programs, including Red Cross training for civilian relief workers; courses in wireless telegraphy, first aid, methods of social service, Boy Scout theory and practice, and administration of military stores. Additionally, the faculty offered noncredit "informational war lectures," and Director Goodnight organized informal military drill exercises that attracted over 60 volunteers. The faculty succeeded in doubling the special wartime courses the following session, attracting between 200 and 500 listeners daily to their patriotic lectures. Some of UW's leading scholars presented new courses, among them Diplomacy and the Great War with political scientist Frederick Ogg, Labor In War Times with institutional economist John R. Commons, Philosophies of War with philosopher Evander McGilvary, and Bacteriology and Immunity with medical bacteriologist Paul Clark.[7]

For 1919, before settling back to something like its normal program, the Summer Session added a special post-war programming. The faculty, in a transitional effort, revised their special noncredit lectures into a 20-part series on War and Reconstruction, involving Professors Ogg and Commons, as well as sociologist Edward A. Ross and visiting historian from Princeton, Dana Munro. And perhaps of more tangible benefit to returning veterans, the Summer Session offered special work for disabled soldiers and others under the partial sponsorship of the Smith-Hughes Act and the Wisconsin State Board for Vocational Education. These included three courses in agriculture, five in home economics, and one in related English. Goodnight expressed skepticism about the appropriateness of these programs, but was willing to go long with the "experiment."[8]

Attendance trends during the initial eight years of Director Goodnight's administration describe something like the climb-plunge-climb experience of a roller coaster. From 1912 through 1916 enrollment rose steadily from 1,746 to 3,144. Statistics for the 1914 Session were typical of the period: about one-third possessed bachelor's degrees, one-tenth were special students or doing preparatory work, and about one-half were continuing undergraduates. About half of those enrolled were residents of Wisconsin, most of the remainder from Illinois, Indiana, and Ohio, although a total of 47 states and 17 foreign countries were represented. During 1917 attendance dropped over a quarter to 2,334 and then further in 1918 to 2,083. Student body composition changed significantly also, with the rise in female attendance from 1,286 in 1917 to 1,447 in 1918 being offset by large decreases in male attendance. Meanwhile, undergraduate enrollment increased slightly while graduates declined somewhat and preparatory, special, and unclassified students dropped 70 percent (the last three categories of students involved people attending classes but not seeking UW degrees). The next year, 1919, enrollment reached a record high 3,212, increasing by half the previous summer's figure, and beginning another climb toward the 5,000 plateau (1925–1931) before the second plunge, in 1932–1933 to 3,059, occasioned by the Stock Market Crash of 1929.[9]

Programming during the pre-Depression years kept pace with enrollment, primarily though the adding of regular credit courses in the College of Letters and Science. There were other developments, however. Both Engineering and Agriculture entered more fully into summertime programming, the former encouraging students to use the Summer Session to remedy program deficiencies, the latter finding hard going against the tradition of agriculture students seeking practical experience during the summer months, but nevertheless making headway in Agricultural Economics, Genetics, Plant Pathology, and Home Economics. Also during these years, the Summer Session moved more fully into the provision of credit and noncredit ancillary programming specifically intended to serve school personnel. In 1920 the Summer Session took over summer programming of Wisconsin High School (the campus laboratory school) and opened what might possibly have been the first American Speech Defect Clinic. In 1927 it ran an Athletic Coaching School and a School for Teachers of Engineering. In 1931 teachers could enroll in the School of Creative Arts; in the Band Masters' Clinic; or in short courses on archery, camp leadership, and social dancing.

Three other programming developments are especially worthy of note. The Rural Church Conference first met in 1922 as an outgrowth of the pioneering rural sociological work then underway at the University. The two-week meeting attracted 52 clergymen from 30 Wisconsin counties and four other states. Discussions ranged from farm tenancy to social effects of mechanized agriculture to rural community life. As one participant wrote,

"This is the first time that I have really seen the place of my life work . . . and . . . our local country church in the whole scheme of the modern scientific agriculture and progressive rural life."[7] The Conference continued to meet at least through 1927.

The 1924 Session saw two new programs specifically for women, the Florence Simms Industrial Scholarships and the Summer School for Women in Industry. The former, part of a national movement sponsored by the YWCA, brought several working women to campus, offering them specifically planned coursework in English, economics, and physical education and hygiene. This program, which was expensive and might have more logically been located at a technical school, seems to have endured for three years at UW. The School for Women in Industry has lasted to the present day, as the UW School for Workers. Its founding leader, Alice Cori, wrote that "the summer school was not intended as a technical training, nor was it planned to increase the salary of the student. . . . Its main object was to broaden the living capacity of the girl and to show her how she might avail herself of all her cultural opportunities."[8] Soon, however, the School attracted the interest of male-dominated organized labor, and became coeducational in 1928.

In 1923 Charles S. Slichter, Professor of Mathematics and Dean of the Graduate School, wrote to Director Goodnight with a proposal. "It is my suggestion at the earliest possible moment," said Slichter, "the University authorities consider extending the summer session for graduate work to a period of nine weeks." If this is not done, he argued reminiscently of the Frederick Jackson Turner Memo of 1903, "the better class of graduate students and those most seriously minded" will go elsewhere.[9] By 1925 Slichter had convinced Goodnight to recommend a one-summer experiment, which was finally tried successfully in 1927. The next year Goodnight wrote of the program that "it may be that the day is not far distant when the entire Summer Session will find itself compelled to go over to the nine-week basis."[10]

Through all of this, as stated earlier, Director Goodnight concerned himself with student affairs work. And following World War I, discipline became perhaps the chief object of attention. The precedents, however, were set during the pre-war period. From 1907 through 1915, Directors Sellery and Goodnight prodded the University administration to do something about the scandalous practice local female students had established of walking to the campus lakeside wearing only their swimming suits. Modesty required that a dressing room be provided near the shore, and separate swimming areas would be preferable.

Director Goodnight's willingness to interpret and deal with the morality of student activities reached far afield. 1912 was an especially telling year. Upon Goodnight's recommendation, President Van Hise extended the function of the faculty committee on Student Life and Interests to the summer. And Goodnight assigned it responsibility for maintaining discipline. Almost certainly, however, the committee actually functioned as an affirming agency for the Director's actions and decisions. On July 16, 1912, for example, it was Goodnight who wrote to the father of a Summer Session student that his son "was indefinitely suspended from the University for participation in a drinking affair in the rear of the Delta Tau Delta Fraternity house . . . The case was particularly serious because of the profane and obscene shouting and singing of the party. . . ."[11] The same year, Goodnight assigned the Adviser of Women, Libby B. Campbell, the task of superintending female discipline. Characteristic of her efforts and concerns, she tried unsuccessfully to establish a self-government association at Chadbourne Hall, distributed University conduct rules to rooming houses and sororities, and recommended "some investigation of the dances across the lake which students attend, with a view to making some provision for their chaperonage and general regulation if possible."[12]

But it was after the war, with the great influx of students, that the dam against immorality seemed to burst. Goodnight reflected later that "The passion for diversion, for extremes, for extravagances, for dissipation was more marked than at any time within the memory. . . ." Dean of Women F. Louise Nardin observed that student life had begun to mimic the "bad taste which society outside was tolerating in dress, dancing, etc." Never before, she lamented, had the University attracted "so many young women that are ethically unready."[13] Compounding this tendency among students to displease their appointed moral guardians, the Volstead Act (better known as Prohibition), which functioned from 1919 to 1933, gave rise to a moderate, if not massive, level of lawbreaking among the student population.

Goodnight's efforts to catch and punish the breakers of University regulations and governmental laws are legendary at Wisconsin. Documentation on file with the University Archives sustains the image of a man almost obsessed with his duty. He clipped newspaper articles about student run-ins with the law and reported faithfully to the parents. Toward the end of one of these communications, which included notification that the boy had been placed on "disciplinary probation," Goodnight stated he was "all the sorrier to write this as [illegible] is a fellow Phi Gam with my own son in the same class with him. I think perhaps you ought to have a talk with the boy, and for that reason, I am writing you this information."[14] He wrote to one father of an alcohol consuming son who was not even enrolled at the University. He burst into unchaperoned events, as in August of 1921 when he "surprised a dancing party" of students at a fraternity house.[15] Goodnight's papers also include two or three long and detailed accounts of students' sexual activities. One letter to the president of another university outlines unproven and denied charges of homosexual child molestation made against a Summer Session graduate student who was serving on the faculty of the other institution.[16]

The Summer Session Deans of Women also kept busy during the 1920s. Their attention was split between counseling and instructional duties, and looking after the housing of their female charges. Also, until 1925 when the Student Union Board took over, they shared responsibility for arranging and overseeing the breadth of campus social activities. Their obligations with regard to housing were especially difficult. University dormitories could only accommodate about 500 of the perhaps 2,000 women enrolled. And rooming and sorority houses offered all of the problems then associated with relatively unsupervised living. Regarding the consuming of alcohol, for example, Susan B. Davis reported to Goodnight in 1931 that "a general opinion seemed to prevail that cases of drinking were unusually flagrant. In certain quarters there seemed to be little sentiment against drinking."[17] The deans also concerned themselves with legal but

nevertheless unseemly activities. In 1925 Dean Nardin wrote disapprovingly about "the noisy night when boys sang out their respective windows," and the two times when girls returning home late and with permission were "jeered [by boys] as if the girl coming in were a person who had been out on some wild escapade and was coming in clandestinely."[46]

As the Great Depression descended upon Wisconsin and the University, Dean Goodnight found himself faced with new and nearly insurmountable problems that were almost entirely unrelated to his student affairs concerns and interests. This final decade of his Summer Session leadership consisted of a series of crises, any one of which seemed to imperil the very existence of the unit for which he was responsible.

The first crisis referred directly to the economy, which by 1932 was plunging toward unprecedented depths. Retrenchment was the word of the day within the State government, and the University, as a tax-supported institution, faced its share of sacrifice. But how and where? Across the campus, within the myriad private faculty dining clubs, the University Club, in official committee meetings, and at gatherings of University administrators and Regents, talk was rampant about what might and should be done, about whether basic components of the institution could survive. Logically and properly, the major concern was to maintain a viable faculty in the face of threatened salary reductions and staff layoffs.

Out of this welter of anguished dialogue of 1932 and 1933 emerged three crucial policy decisions, each of them intended to help preserve the local community of scholars, the heart of the University. First, progressive salary waivers, in conjunction with across-the-board salary reductions, would take larger percentages of cuts from higher paid staff in an effort to avoid layoffs of any tenure-level faculty members.[47] Second, and in conjunction with the first, the embryo Wisconsin Alumni Research Foundation provided a series of emergency grants for faculty research leaves and post-doctoral appointments in the natural sciences for graduates who were unable to find employment. The result was that no tenured staff member lost his or her position at UW due to the economy.[48] Third, the Regents agreed to accept ownership of the University Club, the widely acknowledged focal point of the University community. There faculty and administrative staff, especially the more senior in rank and influence, met daily in the large dining room, in the billiards and reading rooms, or in smaller dining and committee rooms to conduct much of the institution's business and to maintain its spirit.[49]

As the dialogue proceeded, priorities had to be set and hard decisions made. Important yet peripheral units stood in jeopardy of serious budget reductions or elimination. The Summer Session fell into this category. Earlier, in 1930, the Regents had acted moderately by raising student fees from $21 to $27 in an effort to accomplish self support. The next year they refused to accept payment of fees in scrip by teachers from Chicago and elsewhere whose school systems could not afford to remunerate them with dollars. By 1932 Summer Session enrollment had dropped to 3,724, a 26 percent decline in a single year, and revenues plummeted accordingly, producing a $14,200 deficit, payable out of the seriously pressed Regents unassigned budget account. As planning during the 1932–33 academic year proceeded, President Frank's Administrative Committee, a key policy advisory group consisting of the school and college deans, voted unanimously to recommend that the Regents cancel the 1933 Summer Session to save money. The Regents, appreciating both the deans' fiscal woes and the Summer Session's virtues, compromised by rescinding a budget they had approved earlier, while reducing staff salaries, eliminating leave privileges, and declaring that any deficit would be paid out of further reduced salaries. As regarded instructional and administrative costs, in other words, the Summer Session was now to operate upon an entirely self-supporting basis.

The Regents maintained their self-support requirement for five years, finally restoring to the Summer Session a guaranteed budget in 1938, only after the economy had improved obviously and significantly. Throughout this period Dean Goodnight battled with the problem of providing as full a program as possible, while remaining ever aware that program planning mistakes would cost faculty members important portions of their income. In addition to the self-support requirement, which the Dean viewed as unjust and argued against whenever possible, Goodnight was further troubled during these years by a bitter controversy that developed with the Regents in 1934. Due to significantly reduced costs combined with static fee levels and improved attendance, 1934 Summer Session revenues exceeded expenses by 10 percent. Goodnight argued that the Regents had promised him that any surplus would be used to augment staff salaries, the Regents denied this, and President Frank said he had been called away from the meeting while the issue was being discussed. Goodnight lobbied for support with the faculty and its University Committee, President Frank, and the Regents. But the latter were unmoveable, and "profits" accumulated to over $42,000 before the guaranteed budget was restored in 1938.[50]

In spite of difficult economic problems, Dean Goodnight (the Regents had changed his title in 1931) succeeded admirably in providing a sound and varied program. Enrollment in the six- and nine-week credit program climbed from the 1933 low of 3,059 to over 4,550 in 1937. And as was typical of the Summer Session, the curriculum mirrored changing times, with courses in Current Economic Problems, the League of Nations and World Recovery, and Poverty and Its Relief. On the noncredit side, Goodnight managed to augment previous offerings, the most important addition perhaps coming in 1932 with the new School Men's Week, run under the auspices of the School of Education and Professor John Guy Fowlkes. The one-week, noncredit, no-fee program attracted Wisconsin public school superintendents, supervisors, and other administrators. School of Education staff involved themselves without charge, and as the years passed, School Men's Week (Institute for Administration) became a programmatic fixture and solid public relations tool of the University.[51]

The second crisis referred indirectly to the Depression. In this case the problem took the form of increased competition for graduate students in professional education master's degree programs by several of Wisconsin's chief rivals, most notably Teachers College, Columbia University, the University of Michigan, the University of Iowa, and Northwestern University. These institutions had altered their credit requirements and session lengths to allow quicker and more convenient completion of their

programs, and therefore were attracting growing numbers of advanced degree candidates. Goodnight and many of his fellow summer session deans and directors across the country—interpreting these innovations as "unfair competition" rather than as "responsive to the times and to the needs of school personnel"—cried foul and decried the newly available "cheap" degree programs that were drawing too effectively upon what they considered their home turfs."

Dean Goodnight's lamentations notwithstanding, the danger of this new competition for UW may have been more imagined than real. Thus although UW Graduate School enrollment for the summer of 1937 (the first session of the programs at Michigan and Northwestern) slipped to 1,707 from the previous year's 1,770, the 1939 figure was up to 2,013, constituting that year about 43 percent of all UW Summer Session credit enrollments. But regardless of the merits of his arguments, Goodnight actively expounded the dangers of increasing competition and probably had some influence upon a faculty decision to abandon in 1940 the six- and nine-week session configuration in favor of a more inviting six- and eight-week one. The shorter term would, as before appeal mainly to school personnel seeking to keep current with their field rather than to earn degrees. The longer term would accommodate both continuing undergraduate and graduate degree candidates as well as summer-only master's degree seekers.

World War II was the third and final crisis of the second part of Dean Goodnight's Summer Session regime that succeeded in easing him from office. Unlike World War I, the United States' involvement in hostilities was no surprise, even if the Japanese attack upon Pearl Harbor was. After the 1940 Session, for example, Goodnight reported that the conflict in Europe had produced "war jitters"" on the American east and west coasts, translating in some instances into school superintendents advising their teachers to remain close to home and therefore not attend summer school. A year later Goodnight described preparations for the next session: Seeing "war clouds over America, we planned to retrench for the Summer Session of 1941. Our staff and offerings were reduced somewhat, and it is well they were."[9]

By the summer of 1942 a new hard-driving era in the history of the University of Wisconsin was dawning. Twelve-week sessions in crucial war-related fields of engineering, physics, mathematics, chemistry, and pharmacy had been established by their respective schools and colleges. Talk was in the air of extending the regular nine-month academic year to a year-round basis. The campus seemed likely to be inundated with masses of military personnel in need of training. Scheduling and other logistical problems abounded. And Summer Session Dean Goodnight stepped aside for a younger, more vigorous and modern leader.

## V

The Regents accepted Dean Goodnight's resignation in the Fall of 1942 and within one week heralded the third major era of Summer Session history by appointing UW Professor of Education John Guy Fowlkes to replace him as the new Director. From at least two points of view Fowlkes was a perfect choice for the job. As a highly respected expert in the field of educational administration, Fowlkes appealed to the well-honed management instincts of President Clarence A. Dykstra, who had served as City Manager of Cincinnati, Ohio, before replacing Glenn Frank at Wisconsin in 1937. President Dykstra, now splitting his time between the President's office in Madison and the Director's chair of the Selective Service in Washington, needed a Director who could master the almost incredible logistical problems associated with running the many instructional programs of a wartime university in summer. Fowlkes was also perfect for Summer Session leadership because of his and its enduring commitments to serving the professional education community. Who could be better for the job than the man who had organized and run the several annual school administration institutes that had helped set the UW Summer Session apart from much of its competition? Fowlkes' knowledge and accomplishments, and his well-known intellect, vigor, and ambition made his appointment all but inevitable.

Fowlkes' virtues were exactly those which would render his considerable accomplishments as Director largely anonymous. While Goodnight (and Sellery and Munro and Birge) had been at the vortex of program development, student affairs, and other salient features of summer campus life, Fowlkes properly and skillfully withdrew the hand of control. The new Director had joined the UW faculty in 1922 and resided there through an era when most tenure level faculty members knew one another by name. Throughout the Goodnight years the governance of University affairs was weighted heavily toward the informal and personal, the distinction between faculty member and administrator frequently and desirably blurred. With the advent of World War II, however, the institution mushroomed to a scale that precluded governance by traditional methods. Faculty colleagues found themselves strangers to one another, while the professorial responsibilities of teaching, research, and public service remained intact. Formality tended to replace informality and administration grew increasingly impersonal and structured.

Simultaneously, a second trend featuring the broadening of access to the University also developed. During Fowlkes' tenure as Director (the Regents temporarily changed his title to Dean during the wartime crisis while he administered the summer semester), several events were indicative of this fundamental change that would gain momentum as decade succeeded decade. First, the several military support programs at UW, which operated at high speed and intensity around the calendar, brought a diverse set of service personnel to campus and provided many of them with their first visits to the college classroom. Indeed, the Army Specialized Training Program, the largest wartime campus military academic program, was premised upon the notion that future officers required study in the humanities and social sciences as well as in engineering and other more technical or practical fields. Similarly, the Servicemen's Readjustment Act (commonly known as the G.I. Bill), enacted by Congress in 1944, provided unprecedented opportunities for postsecondary education to service veterans, many of whom would otherwise never have enjoyed them. Finally, many Americans, including those throughout the nation's university campuses, interpreted the war in Europe primarily as a battle of liberal democracy against racist Nazi totalitarianism. At UW in the Fall of 1944 this view helped

set the parameters of a controversy about whether the University Club should allow Arthur Burke, a black graduate student, to reside in its dormitory. In the end, the faculty voted in Burke's favor and the human rights movement on campus was well under way."

Of course when John Guy Fowlkes accepted the directorship of the UW Summer Session in 1942 the shape of the American future was indistinct if not seriously at risk. All he definitely knew was that he was responsible for administering the six-, the eight-, and the twelve-week summer programs (the first would drop from the schedule toward the end of the war and the last would be replaced by the summer semester from 1943 through 1947), and that they must function in concert with the regular academic year if students were to accelerate their academic progress as needed and desired. How would the new Director overcome this situation that had conquered his predecessor? His answer was simple and consistent with the enduring and fundamental principle of faculty governance at the University of Wisconsin.[48] As Fowlkes recalled for Miller in a 1959 interview, he decided to allow the faculty, through their academic departments, to "work out their own salvation," to develop their own programs and budgets as they already did during the regular academic year.[49] This simple yet profound change in administrative policy and practice, away from the tradition of detailed guidance and occasional control by the Summer Session Director, provided an admirably workable solution to an otherwise extremely difficult problem.

Finally on October 25, 1947, the Board of Regents made official the revised Summer Session programming role Fowlkes had developed years earlier: "The Director of Summer Session will act as a coordinating officer on budgetary matters and will have specific responsibility for publications and institutes." And the Board continued, "After the educational programming has been effected by the departmental chairmen and the college deans, the deans will submit the program and budget to the Director . . . appointments and payrolls will be administered in the same manner as during the regular academic year."[50] As already noted, this new administrative structure made for an anonymous directorship, which was rendered even more so by Fowlkes' appointment in 1947 to the post of Dean of the School of Education. The overall result was that Miss Margaret Ellingson, secretary and administrative assistant in the Summer Session office since 1921, found herself responsible for most of the day-to-day work of the unit.[51]

In 1954 Fowlkes resigned his posts of Summer Session Director and School of Education Dean to study international problems of education under the auspices of the United States Foreign Operations Administration. He left behind a small-scale yet forward-looking and flexible campus service unit that had ministered to a record-setting crush of over ten thousand students in 1947, and later over post-war sessions that slumped in attendance below 5,500. Most significantly, Fowlkes pointed the way for his successors—L. H. Adolfson (1955–1964), Clarence A. "Clay" Schoenfeld (1965–1983), and Harland E. Samson (1984-)—a way that would describe a competent and successful organizational and intellectual effort to come to grips with the maturing "megaversity" and its environing society.

Both the Adolfson and Schoenfeld administrations, which must properly be viewed as a single unit, were strongly and directly influenced and conditioned by President E. B. Fred, who served in the top University administrative post from 1945 to 1958, and who recommended that the Regents appoint Adolfson. Fred began his career at Wisconsin during the presidency of Charles Van Hise, who upon Fred's arrival in Madison immediately assigned the fledgling bacteriologist the task of aiding the State's farmers in overcoming their crop problems. Professor Fred was quickly and thoroughly imbued with the Van Hise public service ideal, which involved the notion that hard-core research and scholarship were the only proper bases for University service in the field. Professor Fred also learned, especially in his joint scientific studies with campus biochemists and his frequent lunchtime visits to the University Club, that unbounded collaboration and open exchange of expertise, opinion, and material resources were characteristic of a vital UW faculty community that also maintained a shared interest in and responsibility for governance of the larger institution. Throughout his mid-career years as Graduate School and College of Agriculture Dean, Fred at once upheld the highest of academic standards while appreciating, fostering, and defending basic faculty prerogatives. Later as President he did likewise, tailoring his administration to the crush of post-war enrollments, the influx of federal and foundation research funding, and the burgeoning of the campus physical plant. Perhaps more than anyone else on the scene at the time, President Fred understood that a revised and extended committee system was one of the few means available to retain the soul of faculty governance in an increasingly massive and impersonal institution.[52]

So when John Guy Fowlkes departed for foreign parts, President Fred turned to his Dean of the University Extension Division, L. H. Adolfson, to fill the vacant position. In turn Adolfson, an administrator after President Fred's heart and an extension man to the core, chose Clay Schoenfeld—a pre-war *Cardinal* editor, wartime veteran, post-war aide to President Fred, army reserve officer, and chairman of the Extension Department of Journalism—to work as his "bird dog" for the Summer Session.[53] In a nearly breathtaking whirlwind of organizational activity (discussed in section VI page 14), consuming most of 1955 and 1956, Adolfson and Schoenfeld masterfully succeeded in integrating the Summer Session into the committee structure of University of Wisconsin governance.

Meanwhile, life in the Summer Session office also underwent changes. Miss Margaret "Summer Session" Ellingson retained heavy responsibility for the day-to-day workings of the unit, dealing with students on the one side and personnnel from associated campus support services on the other. Assistant Director Schoenfeld found himself thrust into a new slot, midway between a part-time stenographer and civil service employee Ellingson, and the somewhat-removed and extremely busy Director and other policy-making and advising groups and individuals. Perhaps the shift in ambience from pre- to post-war times was never expressed more poignantly than in Miss Ellingson's disappointment and confusion as she tenaciously sought to disregard or bypass the evolving organizational structure (frequently in the person of young Professor Schoenfeld) in her futile efforts to

advise the Director or even the President about her longstanding yet increasingly outmoded notions of proper Summer Session policy and procedure."

Internal tensions of the office notwithstanding, Director Adolfson knew exactly what instructional role he thought the Summer Session should play in the evolving megaversity. As Schoenfeld expressed it for him in the 1955 annual report, he intended that the unit would at once uphold UW "academic traditions" while increasingly becoming responsive, in true extension spirit, "to public need." In other word, the Summer Session would provide a "rich and varied curriculum" for an increasingly large proportion of continuing undergraduate degree candidates, "buttress" research by making available programming and facilities to graduate students, and further the Wisconsin Idea by directing "educational service—outside the traditional academic patterns—to a broad range of professionals and laymen."[6] The Director expressed other subsidiary objectives from time to time, but these three remained constant and fundamental. Indeed, if anything finally set the Adolfson and Schoenfeld administrations apart from those of their predecessors, in this connection, it was the full-blown commitment to flexibility and experimentation in programming and an unprecedented "outreach" effort, both of which seemed obviously to follow from Adolfson's basic and original objectives for the Summer Session.

The first two or three years of Director Adolfson's administration were consumed with institutional reorganization and self-study. Following the E. B. Fred dictum to act whenever possible on the "data," Adolfson assigned Schoenfeld and Ellingson the task of learning something definite about Summer Session clientele through "Gallup polls." An early result, in 1957, was the inauguration of an experimental setup of two consecutive four-week terms to coincide with the core eight-week session, which enrolled ever larger portions of continuing UW degree candidates, and to serve school personnel and others who, the surveyors determined, did not care to spend most of their summer in the classroom. In 1961 the experiment ended in favor of a single, early-summer four-week term, again determined partially upon the results of later student surveys, and also designed primarily to serve the interests and needs of nondegree-seeking professionals. By the early 1960s the E. B. Fred-inspired Office of Institutional Studies, one of the first in the nation and headed by L. Joseph Lins, had become heavily involved in producing and publishing analyses of Summer Session student characteristics.[7] Later, as computerization swept into the Registrar's office and related support and service units, the entire University came to rely habitually upon masses of statistical data that could be used to aid in institutional policy making and planning.

The multiple-session concept early became a key feature of the multiversity Summer Session. Indicative of this was Director Adolfson's 1956 proclamation that his unit would henceforth be known in the plural as the Summer Sessions.[8] Earlier, and behind the scenes, he had encouraged the schools and colleges to allow their departments to schedule sessions of any length at any time they believed would work effectively.[9] By the early 1980s this policy had resulted in the scheduling by individual departments of literally scores of sessions each summer, and the Director's Office in conjunction with the Registrar pioneered in the development of a coding system that brought statistical order to a potentially chaotic and administratively unworkable situation.[10]

In its continuing effort to expand its clientele base, the Summer Session office involved itself in several other notable scheduling experiments to augment the core eight-week program, which primarily served continuing degree candidates. In 1964, during Director Adolfson's last year in charge, a short-lived twelve-week session went into effect that was intended to embody recently determined University policy to encourage summer matriculation of freshmen. The administration was surprised to learn, however, that over half of the registrants were upper-classmen and non-degree special students. Infinitely more successful, and continuing to the present day, was the three-week Inter-Session begun during the summer of 1973. Director Schoenfeld had requested and received money from Vice Chancellor Irving Shain, an enduring friend of the Summer Session, to organize this short term that would operate between the close of the Spring semester and the beginning of the eight-week core session. As an aid to commuters among others, the Summer Session office, again with the support of (now Chancellor) Irving Shain, introduced another important scheduling innovation toward the end of Director Schoenfeld's administration by proposing for the summer of 1981 that departments might schedule courses four or even three days per week, in addition to or in place of the traditional five-day, Monday through Friday arrangement. As of 1984, only one in four of the courses retained the latter schedule, most students and faculty seeming to prefer meeting relatively long morning hours Monday through Thursday.

During the megaversity era, too, Summer Session-related structural changes were made to improve recruitment of and service for "nontraditional" students of various types. Over its entire history, the Summer Session had attracted school personnel and others seeking professional enrichment as well as degree candidates from other institutions. But especially following the early 1960s, an evolving service-oriented economy and a general culture tending to value and pursue "lifelong learning" brought many other "special" students to campus. Although most of them came during the summer, appreciable numbers began appearing during the regular academic year, many of them experiencing problems of trying to deal with an organization that was geared to serving continuing degree candidates. Once Vice Chancellor Shain comprehended the situation, however, he took the logical step of placing responsibility for administering this set of nontraditional clients upon the most experienced campus unit available, the Summer Session office. Thus in 1972 the Office of Inter-College Programs came into existence, dedicated both to serving University special and guest students and to overseeing the Summer Session.

The content of programming, as might be expected, was especially influenced by the wildly shifting and evolving social environment of the era, which featured the growing up and graduating of the post-World War II era "baby boom," the social-reform movements that followed the lead of the civil rights and anti-Vietnam War crusades, and the dawning fear that the American industrial plant might be in jeopardy of rusting away if it remained standing long enough. Throughout the megaversity period, an increasingly diverse (both in background and in per-

spective) public demanded that institutions of higher education provide the understanding, the skills, and sometimes the direct actions, that would set things right.

Far from ignoring these demands, the University community in Madison responded to them in a diversity of ways. Besides the well known anti-war protests and riots of the late 1960s, culminating in the murderous bombing of Sterling Hall in 1970, other quieter efforts included many new programs and services that addressed national and international problems and prospects. Some of these programs and services became elements of the UW Summer Session. The UW Institute for Environmental Studies, for example, originated in the summer of 1967 as a multi-disciplinary staff seminar. Two years later, the Center for Environmental Communication and Education Studies, an informal coalition of scholars throughout the institution, found a welcome home in Director Schoenfeld's office. Concern for racial minorities expressed itself in black studies programming, beginning in 1969, in scholarships to pay for participation of qualified black youth in the long-standing summer Music Clinic, and in the Summer Opportunity Program (SOP), begun in the mid-1970s, to prepare black high school juniors and seniors to succeed at the University. Beginning in 1980 the Inter-College Programs office became responsible for coordinating SOP. The University Women's Studies Program received initial impetus during the summer of 1976. By the late 1970s, the programming purview had broadened to include one of several settings for the nationwide Elderhostel movement, which provided housing, study, and social intercourse for aging Americans. Notable programs of the early 1980s included the College for Kids, serving nearby "gifted and talented" elementary school age children, and a Computer Fest, responding to what amounted to a technological revolution taking place at all levels of corporate America.

Perhaps less dramatically but equally as substantial, other Summer Session program efforts helped the UW to respond productively to its larger environment. As undergraduate enrollments burgeoned after the mid-1960s, for example, many departments, especially in the College of Letters and Science, scheduled selected regular academic year "bottleneck" courses during summer to help students keep pace in their programs. Post-World War II concern with the international scene translated into foreign study tour programs, in 1965 involving travel to the Scandinavian countries, Israel, Jordan, Italy, and Western Europe. During the late 1970s, interdisciplinary faculty committees, with funding from Vice Chancellor Shain's office, began planning multi-course programs around important issues of the day. Thus for the 1977 Summer Session ten scholars prepared summertime offerings around the theme: "Learning to Live with Change: Issues and Values for the Years Ahead." University forums and symposia, surviving in the megaversity age from earlier times, brought the interdisciplinary approach to mixed credit and noncredit programming. One such program in 1956, celebrating the fiftieth anniversary of the University Extension Division, considered "Frontiers in Adult Education." The 1980 Summer Session Forum featured the topic, "Energy: Alternatives and Decisions for the '80s." The program steering committee involved a mix of faculty members from law, urban and regional planning, agricultural economics, political science, electrical engineering, business, geology, and the Institute for Environmental Studies.

This happy litany should not, however, mask extreme difficulties confronted by Director Schoenfeld as he sought to arrange for a substantive summertime credit program for a larger and larger proportion of continuing UW degree candidates. As the 1970s began, approximately 70 percent of a total 13,500 enrolled were continuing students, and the proportion would rise to about 81 percent in 1982. But campus disruptions, the first "energy crisis," and State of Wisconsin fiscal problems triggered enrollment declines (1970–1973), which led to program reductions, which resulted in further enrollment declines, and so on. In 1969, summertime credit courses equalled 45 percent of the previous Spring offerings; by 1973 the percentage had fallen to 31. As Schoenfeld lamented in his annual reports of this period, a too limited curriculum, such as that of 1973, represented an avoidably inferior program. As enrollment resumed growth in 1974, Director Schoenfeld found himself engaged in a continuing and ultimately successful struggle to attain budgets substantial enough to support a solid summertime curriculum. If taxes and death are the universal curses of humanity, recurrent cycles of inadequate budgets may be the plague of UW Summer Session directors.

Noncredit programming during the megaversity era burgeoned almost beyond comprehension. In 1955, when Director Adolfson replaced Fowlkes, one program for youth and 37 for adults attracted a combined enrollment of 6,600. In 1973, over 17,000 adults participated in 267 programs and twelve youth programs enrolled more than the entire 1955 combined schedule. (While such mounting statistics were probably due in part to changing accounting techniques, the growth in Summer Session noncredit programming was nonetheless real.) Combined summer enrollment for 1984 surpassed 36,000, a figure nearly equalling UW credit enrollment during the regular academic year. Programs during the summer of 1979 were typical in their diversity. Over 31,000 people attended the Fur Farmers School, the Eighth Steenbock Symposium on Vitamin K Metabolism and Vitamin K-dependent Proteins, the Bank Administration Institute, a Grantsmanship Workshop, the Conference on Surplus School Space Problems and Possibilities, and a program on Traffic Signal Systems, among many others. Perhaps the greatest boost to UW noncredit programming, summer or not, was the opening of the Wisconsin Center building in 1957. This facility, paid for largely by the University of Wisconsin Foundation, became the nucleus of a physical plant dedicated almost entirely to University outreach activity.

Directors Adolfson and Schoenfeld were busy University citizens. As did Goodnight and Fowlkes before them, each carried on substantial work in other connections. Adolfson's primary love, as indicated earlier, was extension.[7] And that is where he expended the bulk of his professional energies, depending upon the legwork and draft-writing of his youthful assistant, Clay Schoenfeld, to care for the Summer Session. By the time the latter took over official leadership of the Summer Session in 1965, he had established himself as a recognized environmentalist, and as a journalistic author of "field manuals" about whatever activity with which he found himself engaged. Between 1955 and 1984, Schoenfeld authored or edited 24 books; by 1985 he was to

to be listed in the Smithsonian Institution's *American Leaders in Conservation*. Closer to home, Schoenfeld was an active University citizen, among other things chairing the Special Faculty Committee on University Outreach Activities, which produced two reports that led directly to establishment of the office of Continuing Education Services, an extended timetable, and the new Division of University Outreach.

True to his stripe, Director Schoenfeld also found himself incapable of merely performing his designated Summer Sessions duties. Rather than focusing his attention, he dispersed it, in this connection by asserting the national leadership prerogatives of the UW Summer Session. Director Goodnight had established a precedent of sorts in 1917 by joining together with Dean Edward H. Kraus (University of Michigan) and Director George P. Bristol (Cornell University) to form the Association of Summer Session Directors, the precurser of the modern-day Association of University Summer Sessions (AUSS).[5] As Goodnight put it in 1923, "I consider this contact with the directors of other sessions, the suggestions for our own session which we get from it, and the approach to uniformity of policy among the Summer Sessions of the country which result from it, as very valuable. . . ."[6] More frank perhaps than Goodnight, Schoenfeld viewed himself rather as the dispenser than receiver of AUSS benefits.

Although Schoenfeld began attending and speaking out at AUSS meetings during the Adolfson administration, he made his major splash in 1967 with publication of *The American University in Summer*,[7] the first broad yet detailed study of its kind. There soon followed his presidency of AUSS, the primarily authorship of the AUSS position papers, "Summer Student Financial Aids," "Summer Session Salary and Contractual Standards," and "Statement of Distinctive Attributes and Objectives of Summer Sessions."[8] Additionally he brought the UW Summer Session into active membership with the more broadly inclusive North American Association of Summer Sessions (NAASS)—formerly the National Association of Summer Sessions—and the regional North Central Conference on Summer Schools (NCCSS). In 1973 Schoenfeld was instrumental in founding the American Summer Session Senate, "composed of the past presidents of the four national summer session organizations," and dedicated to the improved "continuity of internal and external communications."[9] Later in the 1970s, Nancy Mae Abraham, Schoenfeld's Associate Director, worked her way up to the NAASS and NCCSS presidencies and, among other activities, served as Co-Director of several National Institutes in Summer Term Administration, which Schoenfeld had initiated as AUSS chair.

As the decade of the 1980s began, Director Schoenfeld started preparing for retirement characteristically by arranging for the preparation of three important analyses: "Assessment of Summer Sessions Class Schedules," "Assessment of the 75-minute/4-Day Week Optional Schedules," and "Assessment of Summer Sessions Curricular Needs." Professor of Continuing and Vocational Education and Associate Dean of the School of Education, Harland E. Samson, served as chair of the second and third, the last, known popularly as the "Samson Report," turning into a wide ranging technical and conceptual analysis of the problems and prospects of the entire UW Summer Session.[10]

In hindsight, the Samson Report, submitted to Director Schoenfeld on August 1, 1982, can be viewed as a primer for the future Dean of the Summer Session. Besides evaluating currently available statistical and survey data, the committee arranged to have conducted and reported additional original research. One fascinating conclusion was that departments tended almost arbitrarily to set programming in light of significantly greater concern for faculty rather than student needs and wants. Armed with data of this sort, the Samson Report offers eleven recommendations covering the range of perennial Summer Sessions issues. And clearly underlying the entire report is the long-standing Adolfson and Schoenfeld commitment to serving the University's real and potential clientele. Thus recommendation number three proposes that "arrangements be made whereby departments offering courses in the Summer Sessions confirm the bulk of their offerings for at least three years in advance." Number five states, "Future planning of courses and offerings to be made in Summer Sessions should be based on an increased level of student input. Staffing should follow student need." Historical concerns, too, are evident, as, for instance, in recommendation six: "Budgetary allocations to Summer Sessions be increased to cover inflationary and real losses since 1972 and to accommodate needs for increased offerings to meet students' need for summer courses." In sum, the Samson Report offered fresh initiatives fully consistent with traditional Summer Session objectives, objectives toward which the Samson administration appears to be striving.

## *VI*

Director Schoenfeld introduced his annual report for 1968 by rehearsing one of his and his predecessors' perennial claims: "The Summer Sessions are not something simply 'tacked on' to the regular academic year. They are an intimate and essential part of the operations of an institution with one of the highest year-round utilization rates in the country."[11] The skeptical reader of UW Summer Session literature, however, may wonder if this and similar assertions are not more fancy than fact.[12] The Summer Session, after all, in addition to the Stager Institute and the Summer School for Teachers, originated as a narrowly defined albeit worthwhile instructional service for school teachers. Besides, Professor Stearns, Dean Birge, President Chamberlin and the others did in fact "tack on" the Session to the larger system. And it will be recalled that Scott Goodnight has argued that the Summer Session became an integral part of the University later, due to the efforts of *his* summertime mentor, Director Sellery. One must therefore question whether Director Goodnight may not himself have succumbed to the appeals of self-justification and wishful thinking. After all, did not the school and college deans, with the apparent concurrence of President Frank, vote to eliminate Dr. Goodnight's 1933 Summer Session from the University calendar?

Furthermore, seemingly crucial services of the Summer Session, as an organizational unit of the University, might be retained but dispersed throughout the larger institution. This happened, for example, when Director Fowlkes relinquished control over credit program development. Similarly, Director Goodnight originally held final responsibility for ancillary services, such as the women's dormitories, the *Cardinal*, and the oversight of

social life. Yet by the end of World War II, these elements of summertime campus life had come under separate auspices, along with a good many others. Director Schoenfeld's claim as to "year-round utilization" might itself be turned against him in an argument to fully integrate summertime program planning and budgeting into the college by college regular academic year process. This also occurred to a great extent during a four-year period from 1959 through 1963, with disappointing but not disastrous results. In sum, the conclusion is unavoidable that the organizational unit known as the UW Summer Session is not and probably never was "essential." At the same time, however, we must quickly add that perhaps few integral parts of the institution ever have been.

A more fruitful avenue to understanding the historical status of the Summer Session within the University may be to investigate the degree to which it has functioned, again to use Schoenfeld's word, as an "intimate" or characteristic feature of the institution. With regard strictly to the teaching and outreach functions, the record seems indisputably to be positive. But other issues come almost immediately to mind and clamor to be resolved. To what extent has the Summer Session integrated itself into or contradicted the larger structure of shared faculty governance? Generally speaking, has the Summer Session supported or opposed the UW research mission? Has the Summer Session otherwise benefited or damaged the local community of scholars? In other words, and in addition to its clear instructional and outreach accomplishments, how well has the Summer Session confirmed or denied the basic institutional integrity of the University of Wisconsin? The final verdict must await completion of a definitive history of the University. Nevertheless, to anticipate our admittedly tentative conclusions, indications are that the Summer Session scores on the positive side in each connection listed.

The tradition of shared faculty governance at Wisconsin reaches back to the early university period, when a number of leading scientific researchers, Dr. Birge among them, vowed to work cooperatively in all they did for the good of the larger institution. Presidents Chamberlin and Adams relied somewhat upon faculty committees as means of establishing policy and performing certain administrative tasks, such as running the graduate degree program. As Acting President at the turn of the century, Edward A. Birge viewed himself as a faculty member among equals. President Van Hise, sharing the Birge view of the presidency, relied even more heavily upon informal consultation, especially with senior faculty, and established important standing committees, such as one responsible for distributing so-called fluid research funds (Research Committee) and another for working closely with the President and for setting faculty meeting agendas (University Committee). Following Van Hise's death in 1918, President Birge carried on in this tradition until 1925, when outsider Glenn Frank of the *Century Magazine* introduced a somewhat unconcerned administration that tended to enhance faculty prerogatives by allowing a dispersal of power to the several deans' offices. Clarence Dykstra, entering his work in 1937, appreciated more fully the possibilities of shared faculty governance, and helped structure the expression of the faculty will in academic matters through the introduction of four subject matter-oriented divisional committees that played (and play) a crucial role in the promotion-to-tenure process.

With regard to program planning and budget development during the pre-World War II years, procedures leaned heavily toward the informal and unstandardized. Deans held much of the formal responsibility, but the powers they exercised varied greatly. Deans Henry and Russell of the College of Agriculture ruled over rather centralized units. Their staffs, after all, usually were employed on twelve-month contracts, receiving salaries divided by percentages for teaching, experiment station (research), and extension activity. Coordination and responsiveness to needs of the agricultural community of the state made a strong deanship almost mandatory. In the College of Letters and Science, on the other hand, faculty usually were employed on a nine-month regular academic year basis, with few people funded specifically to perform research or outreach duties. Individually determined effort characterized this staff, and the dean's office accordingly maintained a less directive administration. Engineering was organized on the three-part College of Agriculture model, but lacked the funding that would have demanded centralized authority. Therefore the style of governance was mixed. Looking out from the schools and colleges, the deans also conferred in detail with the President, especially preceding Glenn Frank's administration, and final decisions tended to rest upon consensus, frequently with final concurrence by the Regents.

Program planning and budget development for the summer program conformed to this pattern, with important differences due to the nature of the Summer Session. The most basic difference was that the Summer Session maintained no permanent teaching staff. The Director had annually to recruit faculty from Letters and Science and Law and so on. The task was not always easy. As Director Sellery wrote to President Van Hise in 1908, "last fall I had some difficulty in securing the men who are of most service in the summer session, and this fall I am already confronted with increased difficulty of the same nature."[9] In February of 1910, Professor Victor Lenher of Chemistry inquired of Sellery about "the policy pursued in selecting the courses to be given . . . , and the methods used in selecting the instructional staff. . . ." The Director's reply is informative: "In reply to your question concerning courses . . . I would say that it is to secure courses which are in demand, and in forecasting this demand, I avail myself of such information as comes to me, and particularly of the advice of the chairman of departments." With regard to selection of staff, "the policy is practically the same: I use such sources of information as I have concerning the individuals, and particularly secure the advice of the chairman of the respective departments."[10] In other words, while Director Sellery formally held important powers, he exercised them with moderation and through consultation with his faculty colleagues.

Consistent with the general discussion above, Sellery's policy may in fact have held primarily for the College of Letters and Science. This conclusion is indicated by a letter addressed to the Director from Professor J.C. Marquis of Agricultural Journalism. "I have your note . . . relative to your material for summer session announcement," wrote Marquis in February of 1910. "This material should come back to my office to be submitted again to the dean, rather than to the departments since an O.K. by the department without the Dean's approval does not carry in this

College."[77] Sellery faced a similar situation as regarded Engineering. Thus he wrote to Dean F. E. Turneaure in May of 1910: "Permit me to acknowledge receipt of your recent letter without date, indicating the changes you desire in the summer staff of Engineering. I have made the recommendations in accordance with your wishes."[78]

During Director Sellery's administration an important change in the budgeting of the Summer Session took place. "I learn from Mr. McCaffrey [Secretary of the Board of Regents]," wrote a dissatisfied Sellery to the President on 8 June, 1910, "that the former practice of charging up the summer session salaries of the respective Colleges to their annual budgets has been abandoned." And he continued, "I recognize that the new procedure simplifies matters from the standpoint of bookkeeping, but I am still inclined to think that the old system had one very strong point: it kept each College in close connection with the work of the summer session by compelling it to foot its own bills. This was a check on the director and a brake on the College."[79]

The Director's considerable yet mixed powers notwithstanding, he was far from autonomous; the President and the Regents kept in touch and had their say. Regarding arrangements for the visit of a theatrical group during the summer of 1908, for example, President Van Hise instructed Sellery that "when the service vouchers are ready, approve same, give them to Mr. McCaffrey, and he will get the approval of the [Regents] executive committee. . . ."[80] The next year, Director Sellery wrote to the President for permission to organize a high school class in English and noted that "the scheme has been approved by the high school people and by all the members of our staff who are interested."[81] In December Sellery wrote again to Van Hise, this time to ask that the Regents Executive Committee approve expenditures for advertising and stationery.[82] And of course the President held the Director accountable for his work by requiring the traditional annual report, which for 1910 "should cover the progess of the summer session during the past two years and forecast its needs for the coming biennial period."[83]

When Scott H. Goodnight replaced George Sellery as Director in 1911, the Board of Regents provided him with a predictable set of marching orders: "There shall be a summer session of the University lasting six weeks in the college of letters and science, the college of engineering, the college of agriculture, and the medical school, and ten weeks in the law school. The supervision of the summer session is placed in the immediate charge of a Director who is responsible to the President."[84] With his own budget line for the Summer Session, as established in 1910, the new Director seemingly held great powers to act. Yet as with his predecessor, Goodnight's authority was conditioned significantly by University tradition and structure, and he usually conformed to their diverse challenges with easy grace.

Director Goodnight frequently consulted with his faculty colleagues on policy matters. Early in his administration, for example, he established an executive committee of representatives from participating schools and colleges to pass on academic actions, usually having to do with requests for permission to increase credit loads or actions required due to poor classroom performance. He also convened the Summer Session faculty from time to time. In July of 1919, Goodnight addressed a memo to "Members of the Instructional Staff," stating that a meeting would be held on August 4 to vote upon degrees. "If there are questions pertaining to our summer session work which members of the faculty desire to bring up at that time, opportunity will be afforded for both discussion and action."[85] In 1926 the Director tried his hand at educating President Frank about shared faculty governance: "In consulting with departmental chairmen relative to the Summer Session budget for 1927," wrote Goodnight, "I find a strong feeling that the project of the nine-week courses should be brought to the general faculty for approval . . . There may be some objection to this or that part of the plan, but I do not fear that it will fail to carry. Such a step on our part will gain us more support for the nine-week courses than anything else we could do."[86] During the 1933 budgetary crisis, as noted above, Dean Goodnight appealed to the faculty, including the University Committee, for aid in his battle to achieve improved salary support. And the introduction of the eight-week session in 1940 took place only after widespread faculty discussion and official action.[87]

On the more mundane program planning level, too, Goodnight tended to take into account school and college differences and to accept advice whenever reasonably possible. He worked cordially and cooperatively with dean's office representatives at Agriculture, for example. Thus in 1912 K. L. Hatch wrote to the Director about demand for courses in economic entomology and plant pathology and suggested "that we have them in mind in arranging for our next summer session."[88] Twelve years later, Assistant Dean of Agriculture J. A. James informed Goodnight that "We are glad to accept your conditions for the appointment of Mrs. Abell. . . ."[89] Ira L. Baldwin, Assistant Dean of Agriculture during the 1930s (and who, incidentally, completed much of his work toward the Ph.D. during earlier Summer Sessions), recalls working closely and informally with Goodnight in the dedicated effort to make the Summer Session in Agriculture as fully productive as possible.[90]

With regard to programming within the College of Letters and Science, Goodnight, as had Sellery, dealt primarily with the departments, sometimes with individual faculty members. In late July of 1913 Professor M. F. Guyer of Biology received a standard circular from Goodnight: "I should be glad to have for use in making up the annual report of the summer session a brief but comprehensive review of the work of your department . . . together with such recommendations as you may see fit to make for the future."[91] Guyer's response referred to demand for a course in "Evolution and Animal Life," and closed by noting that "perhaps another year if you can see your way clear to letting us have another man of professorial rank . . . we can offer such a course together with other work that would be desirable."[92] The Department of Political Economy was more assertive in its reply to the circular: "The departmental policy," wrote Professor T. K. Urdahl, "inaugurated last year, of having a definite three-year rotation of courses in the summer session has been pursued during the past summer, with marked success."[93] L. A. Coerne of Music recommended "reappointment of the entire music faculty . . . contingent upon subsequent conference with the director of the summer session, Professor Dykema, and myself."[94] In 1924, Carl Russell Fish of History informed Goodnight that "in pre-

senting the following list [of courses and staff] I am anticipating success in carrying out the wishes of the Department. . . . What your policy is in such cases I do not know but I presume it is to present the program that may be expected."[100]

When problems arose, Goodnight was not above unilaterally, but nevertheless appropriately, setting policy or taking decisive action. On April 15, 1924, Goodnight wrote to M. V. O'Shea, Chairman of the Department of Education, about a staffing problem: ". . . it occurs to me that such little inconveniences might be very readily avoided if all recommendations from the same department came through the departmental chairman. Then there is a clearing house . . . which obviates conflicting recommendations."[101] O'Shea replied tellingly that "I do not recall how it happened that each man recommended assistants for the Summer Session on his own account,—it has been of long standing, I think. But henceforward the recommendations will be made in the manner you have indicated."[102] In 1924 Director Goodnight received from the Regents a reduced budget and notified each unit of the cuts they must take. A. V. Miller of Engineering responded with a plea for special consideration, and Goodnight returned that he was "disposed to go just as far as I possibly can to meet your needs," but the budget must nevertheless be diminished by $300.[103] J. H. Mathews, Chairman of Chemistry, responded to his budget reduction notification by describing program modifications his department had chosen and closed by observing that "you will note that this budget exceeds the allotment mentioned in your letter . . . but we do not see what other arrangement can be made which will at the same time handle the instruction adequately."[104] Unfortunately Goodnight's retort to Professor Mathews has been lost.

Part V, page 10, outlines the massive institutional shift toward the megaversity that took place at UW beginning with World War II. And the decision of John Guy Fowlkes to make the departments, in conjunction with their dean's offices, responsible for their own "salvations" can now more fully be understood as an important feature of the evolving system of shared faculty governance. At the same time one must not forget that the ideal Fowlkes acted upon was the same one followed by his predecessors in the Summer Session office. The commitment remained constant while the environment changed, and as it changed new forms of administration became appropriate. Fowlkes' contribution, as already noted, was to relinquish outmoded forms of authority. As Margaret Ellingson put it to President Fred and Acting Director Adolfson sometime in 1955, the "responsibility for making budgets and programs was largely in the hands of the Deans of the various colleges." Fowlkes' responsibility, continued Ellingson, "was almost entirely confined to the approval of the budgets of the various colleges. The other responsibilities were assumed by the Administrative Assistant—and carried until today."[105]

As the Summer Session subject files for this period indicate, however, Fowlkes did in fact remain in fairly close touch, especially during the early years of his administration. This may partially have resulted from the long-term practice of departmental representatives consulting with the Director. The files contain letters discussing programs and staff, addressed both to the college dean and Fowlkes, and copies of letters to deans are enclosed in messages to the Director. Furthermore, Fowlkes did retain overall responsibility for coordinating and submitting the comprehensive budget request and for establishing basic Summer Session policy. On October 14, 1943, for example, the Director wrote to President Dykstra with eight policy questions, which the two men discussed and clarified in November.[106] But with all this said, the last example illustrates that Director Fowlkes succeeded only partially at translating the shared faculty governance ideal vis-á-vis the Summer Session into megaversity reality. The Adolfson administration, during its first two years, traveled the rest of the way by broadening the policy-making apparatus regularly to involve ad hoc and standing committees of faculty members and administrators from throughout the institution.

Upon President Fred's recommendation, the Board of Regents appointed L. H. Adolfson Acting Director of the Summer Session, effective October 18, 1954. Nine days later Adolfson and his assistant, Clay Schoenfeld, gathered the school and college deans to discuss the 1955 program. Among topics considered were a new program planning timetable, budget submission deadlines, and preparation of the bulletin.[107] The next day, Adolfson addressed a memo to the deans, rehashing their earlier discussions and containing a Fowlkes-like statement outlining two planning strictures: "Departmental chairmen will be expected to confer initially with their respective deans and not with this office. In a separate letter to institute and conference directors I am reminding them that all such activities should have departmental sponsorship and school or college approval."[108] With the deans now "on board," Adolfson turned next to the auxiliary service officers. As the minutes of a December 2 meeting read, "Dean Adolfson opened the meeting by stating that the purpose of the meeting was to discuss problems of the various accompanying services of the departments represented there. The Summer Session seeks whatever help these departments can give so that the whole Summer Session program might move just as smoothly as possible."[109] Topics discussed included the residence halls, the Wisconsin Union, the Security and Protection office, the Housing Bureau, dress requirements, and the University library. This latter group met consistently thereafter, frequently with Assistant Director Schoenfeld standing in for his boss.

The watershed point in Summer Session administration arrived during the summer of 1955. On July 22 Clay Schoenfeld submitted a memo to Director Adolfson entitled, "Strengthening the UW Summer Session." Schoenfeld began by noting that enrollment was not keeping pace with the competition. This, he urged, "ought to be taken as a warning that the UW may not now be serving adequately many groups and individuals which it might well serve." Adolfson had made a good beginning, but more should be done. "The following recommendations are made with one major objective in mind—to raise Summer Session enrollment by 'retooling' the Summer Session to meet public needs and wants." The suggested changes would involve: "change from an 8-week session to two 5-week sessions," "credit for institute work," "packaging," "reduced load," "scholarships," "physical plant," "fees," "funds," and "faculty." Several of Schoenfeld's proposals ultimately found expression in his own later regime (such as "a modest 'director's unassigned' account . . . to stimulate experimental programs and offerings"), but the point here is

that the wide scope of policy concerns addressed called for a broadly based consideration of them.[16]

Almost simultaneously with the drafting of the Schoenfeld memo, an ad hoc committee appointed by Adolfson and chaired by Associate Dean of the College of Letters and Science, Robert Doremus, produced an impressive analysis and set of policy recommendations for low enrollment Summer Session courses, a long-standing problem of interest to the University administration. The next month, in early August, Adolfson held a special meeting of school and college officials primarily responsible for the Summer Session to discuss the two documents.[17] He also sent a copy of the Doremus committee recommendations to President Fred [illegible] and distributed the Schoenfeld memo, now entitled "The University of Wisconsin Summer Session," to the President's Administrative Committee of deans, which encouraged Adolfson to assign a committee of deans and associate deans, with Robert Doremus as chair and Clay Schoenfeld as secretary, "to study the summer school problem further and to present recommendations."[18]

The new Doremus committee set to work and completed its deliberations the following Spring. As Schoenfeld reported to Adolfson on March 1, 1956, the committee had discharged itself after taking "excellent constructive action" on the several points in its charge, exclusive of matters concerning "Union fee policy" and "physical plant plans." "In addition to the problems not finally acted upon by the committee," wrote Schoenfeld, "I believe there are a number of other matters on which we need immediate guidance." After listing "afternoon classes," the "continuing survey of student needs," and "designation of courses for full graduate credit," among others, Schoenfeld recommended "strongly that we take the implied suggestion of the ad hoc committee and proceed to appoint immediately a permanent Summer Sessions executive committee which would meet with you monthly."[19] Adolfson concurred and the new standing policy advisory committee held its first meeting on May 18. Subsequently this committee, which continues to the present day, was responsible for a number of important innovations, such as collegial course development for the three-week Inter-Session. Although much water has flowed under the Summer Session bridge since mid-1956, this commitment to the principle of shared faculty governance through the use of standing and ad hoc advisory committees has remained solidly in place.

What now can be said about Summer Sessions's involvement with the research function and the community of scholars?

The question of research is an especially tricky one because the Summer Session budget is an *instructional* one. Therefore whatever implications the unit has held for research are primarily indirect, referring mostly to the enrollment of graduate students during the summertime. These have been substantial. Figures for 1920, for example, indicate an enrollment of 879 of a total Summer Session attendance of 3,578. By 1925 the number had risen to over 1,600 graduates of a total 5,015. Two thousand and ninety-eight attended in 1930, with about the same number a decade later. Throughout the 1950s, graduate enrollment continuously surpassed 40 percent of the total, ranging as high as 4,022 in 1959, and then continuing to climb in absolute numbers (while declining as a portion of the whole) to an all-time record of 6,946 in 1968 before leveling off near the 5,000 mark.[20]

Not only have these students performed their own research, an unknown number of them also have contributed directly to the work of the faculty as members of research teams. Furthermore, because graduate students tend to cultivate the same fields as their major professors, their occasional dialogues concerning progress and problems must also have been productive. As Professor C. E. Mendenhall of Physics reported to Director Goodnight in 1925, "There has also been a very active research group, including eight holding summer scholarships, one guest of the Laboratory, Professor Farnsworth of the University of Maine, five of our own men not holding scholarships, and four from outside."[21] Only in one connection does the Summer Session seem to have detracted from the research function—in the College of Agriculture, where, because of the twelve-month contract tradition, teaching in the Summer Session required the buying up of budgeted extension or research time. Yet even in this case, Summer Session-employed Agriculture staff continued supervising the independent study of registered graduate students and the internships of registered undergraduates—both functions in direct support of productive scholarship. Thus all things considered, the Summer Session seems at the very least to have augmented the ongoing research mission of the institution.

Finally we come to the community of scholars. At the University of Wisconsin, the senior faculty (as regards rank, not necessarily age) has traditionally served as the focal point, taking the lead in important committees, controlling affairs at the University Club and other more informal socializing agencies, and instituting collaborative research and teaching activities.[22] The implication might thus be that were the Summer Session to employ large numbers of full professors, the local summertime community of scholars would thereby be enhanced. And this in fact seems traditionally to have been the case. In 1910, for example, 23 of the total 51 staff members listed in the bulletin were full professors. The percentage was down by half in 1920, but nevertheless, 55 of 202 held the highest rank, with an additional 25 holding tenure at the associate professor level. In 1930, 79 of the resident 352 staff were full professors, with an 32 additional associate professors listed in the bulletin. About 25 percent, or 215.7 full time equivalent, of all faculty members were full professors in 1970. As of 1982, UW led all American Association of University Summer Sessions member institutions in the "percent of senior staff making up the summer faculty."[23]

Visiting faculty can be important leavening influences as they provide fresh insights, information, expertise, and spirit to the community. In 1910, the Summer Session staff included instructors from the University of Missouri, the U.S. Weather Bureau, the University of Colorado, Cornell University, the New York School of Philanthropy, Brown University, and the College of the City of New York. In 1930, 54 visiting lecturers were listed in the bulletin, teaching in the fields of education, romance languages, sociology and anthropology, economics, home economics, and speech. Seventy-five visitors were employed during the 1970 Summer Session, hailing from ten foreign countries and eighteen states, plus the District of Columbia. In 1937 Professor of Geography J. R. Whitaker described an ideal summertime visiting appointment: "Both the summer students and the regular staff

have profited greatly from the presence of Professor James of the University of Michigan. James is one of the outstanding young men in the field of geography and is very stimulating."[70]

A last feature of the community of scholars involves the mixing and mingling of people in dialogue about their studies. Examples of this type of activity are common in the Summer Session files. In 1925 the Department of Mathematics reported using the "club idea," which involved light refreshments, "a short talk presented on a topic of mathematical interest," and opportunities to become personally acquainted.[71] One decade later, Guy S. Loman, of Men's Physical Education, reported he had "promoted two stag meetings of all physical education men." He also noted "that during the six-week summer session we held three joint meetings with the Women's Division at a dinner hour on Tuesday evenings, at which time problems of our profession were discussed."[72] In 1967 UW scholars from meteorology, political science, botany, social psychology, landscape architecture, art education, physics, mechanical engineering, medicine, theatre, and industrial design met for eight weeks under the aegis of the Pilot Project in Environmental Sciences to study land use in two nearby counties. Professor Reid Bryson summarized the importance of this form of Summer Session activity to the larger institution. "I suppose the best way to develop the great function of a university is to make sure that the good men who want to work with other good men on some problem that is larger than any one field is to make it possible in the structure of the university for them to do so."[73]

## *VII*

One hundred years have passed since Leo Andreas Stager opened his Summer College of Languages at the University of Wisconsin in Madison. Simultaneously across the landscape of American higher education, other experiments in summer instructional programming were taking place. Over three score institutions were involved in 1893. By 1982, more than twenty-eight hundred programs were in operation. At least 85 percent of accredited U.S. colleges and universities now boast some form of a summer session.[74]

This study of the origins and history of the Summer Session at the University of Wisconsin has discussed indicative programs and policies of the unit as they served and were conditioned by the nature and needs of the larger home institution. At Wisconsin, "teaching, research, and service," is the phrase commonly used to define the basic purposes of the place; programs and staff are evaluated with regard to their success or failure at furthering one or more of these ideals. "Community of scholars" and "shared faculty governance" typically refer to the underlying *network* of formal and informal structures and relationships that constitute heart of the overall institution.[75] Good teaching, good research, and good public service tend to flourish and endure at UW to the extent that they are grounded in that network, to the degree that this department or that individual finds a nurturing place to "live."

Thus at UW during the late 1920s and early 1930s, Alexander Meiklejohn's nationally-known and well-regarded Experimental College was doomed to failure from its inception, essentially because Professor Meiklejohn and President Frank, its two primary advocates, settled for having the College *at* Wisconsin but not *of* Wisconsin.[76] Meiklejohn had his plan ready before he ever set foot on the University campus. Frank spent weekends telling Wisconsin citizens how poorly the College of Letters and Science served undergraduates and how much better the Experimental College would do. Most staff came from other institutions. The curriculum omitted entirely laboratory science, a mainstay at Wisconsin. The students were encouraged to wear College blazers, ignore social customs and manners, and otherwise set themselves apart from the general student body. Regardless of its educational merits in the abstract, the Experimental College as advocated, organized, and conducted at Wisconsin never looked for or found a genuine home there.

How has the Summer Session differed from the Experimental College? From the beginning Summer Session leaders set about the task of providing high quality instruction in modern fields of inquiry. This was the primary objective of Birge, Munro, and Sellery, and it remained so with Goodnight and his successors. Similarly, the public service or "outreach" function found support throughout. Stager and Stearns and Birge and Chamberlin all strove to enhance the educations of Wisconsin's public school teachers, albeit partially to improve the quality of University matriculants. Education professor Fowlkes continued the tradition with his institutes for administrators, and Schoenfeld and Samson labored in the interest of the "nontraditional student." Experimentation has been a Summer Session hallmark, early on with the provision of University credit by examination, later to lengthened summer terms better to accommodate graduate students, and more recently to interdisciplinary courses and three- and four-day-a-week scheduling. Yet with all of this said, the Summer Session does not so far appear as essentially different from the Experimental College, which recruited students outside of the mainstream while providing a first-rate and clearly experimental program of liberal studies for freshman and sophomores.

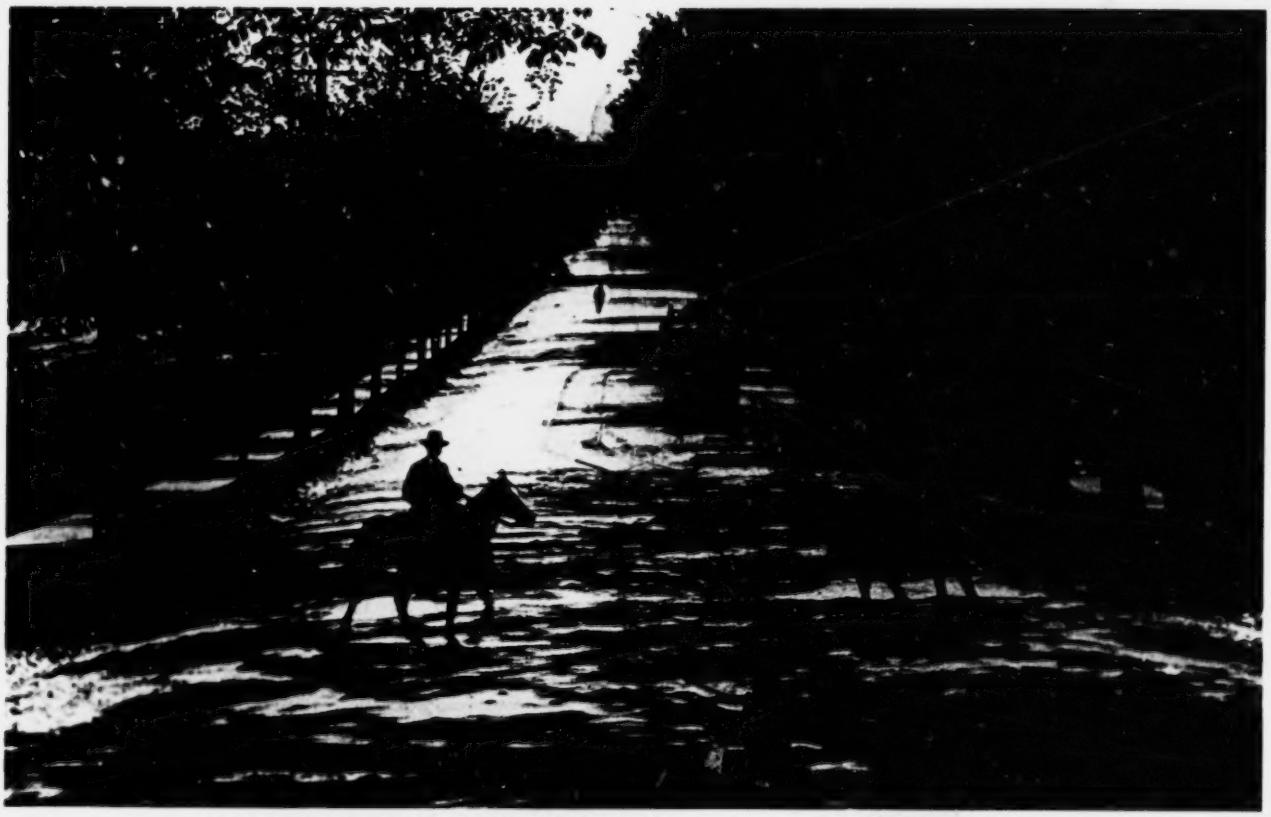
The distinction between the Experimental College and the Summer Session comes rather at the point where program and personnel meet the institutional network: the Experimental College ignored and snubbed that network; the Summer Session acknowledged and worked with it. As we have seen, Summer Session administrators adhered consistently to the principle of shared faculty governance as its practice evolved over the years. Although research was not a direct responsibility of the Summer Session, graduate programming worked in concert with it. Apparently, too, a diversity of Summer Session activities—some informal, physical education "stag parties"; others formal, like the interdepartmental faculty seminar on the environment—nurtured the local community of scholars. Taken together, these network-related features, combined with high-quality teaching and public service programming in response to the summertime needs of continuing degree candidates and others, have allowed the Summer Session to function as an intimate and integral part of the larger University of Wisconsin at Madison.

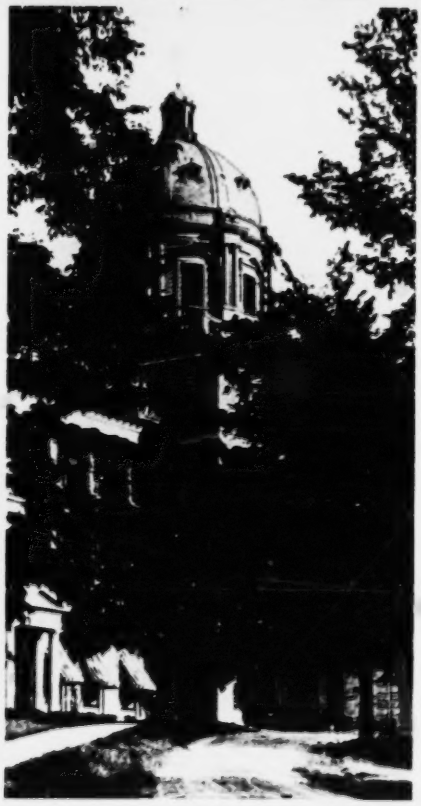
## Notes

1. This study has been prepared under the auspices of the UW History Project and the UW Division of Summer Sessions and Inter-College Programs. The authors have benefited greatly from assistance, suggestions, and criticisms provided by the staff of the Division of Summer Sessions, Director Emeritus Clay Schoenfeld, Vice President Emeritus Ira L. Baldwin, and personnel at the UW Archives. The authors retain full responsibility for any errors of fact or judgment that may appear throughout the text.
2. For an excellent general history of American higher education from 1865 through 1910, see: Laurence R. Veysey, *The Emergence of the American University* (University of Chicago Press, 1965).
3. Unless otherwise specified, the remainder of this section is based upon: Merle Curti and Vernon Carstensen, *The University of Wisconsin, 1848-1925*, 2 vols. (University of Wisconsin Press, 1949) and Barry Teicher and John W. Jenkins, "A History of Housing at the University of Wisconsin," UW History Project Working Paper #2 (June 1985).
4. Regarding coeducation, however, Twombly was more forward looking than Chadbourne. The former advocated full access to the University of women students, while the latter opposed it. Indeed, Chadbourne refused to accept the Regents' offer of the presidency until State legislation was enacted to allow him the power to segregate students on the basis of gender. See: Chadbourne to the Board of Regents (hereafter BOR), 3 September 1866 (UW Archives, Regents Papers, 1/1/3 box 7).
5. Howard S. Miller, "The University of Wisconsin Summer Sessions, 1885-1960: A Seventy-Fifth Anniversary Review" (University of Wisconsin Summer Sessions, 1960). Three additional secondary sources help place in perspective and provide a general overview of summer schooling at the University of Wisconsin: S. H. Goodnight, "Organized Summer Study at the University of Wisconsin: The Story of the Origins and Growth of the Summer School and the Summer Session, 1885-1940" (mimeographed, Office of the Summer Session, University of Wisconsin, 1940); Clarence A. Schoenfeld, with Donald N. Zillman, *The American University in Summer* (University of Wisconsin Press, 1967); and Helen Damon-Moore, "University of Wisconsin Summer Session, 1960-1985 approx." (Xerox, Division of Summer Sessions and Inter-College Programs, UW-Madison, 1984).
6. Miller, p. 2.
7. Quoted in Miller, p. 4 and Goodnight, pp. 4-5.
8. Quoted in Goodnight, p. 9.
9. Curti and Carstensen, vol. I, p. 338.
10. Quoted in Miller, p. 6.
11. Quoted in Goodnight, p. 26.
12. Quoted in Miller, p. 6.
13. Quoted in Goodnight, p. 22.
14. Quoted in Miller, pp. 7-8.
15. Quoted in Goodnight, p. 28.
16. Goodnight, p. 29.
17. Quoted in Miller, p. 3.
18. Quoted in Goodnight, p. 35.
19. Miller, p. 7.
20. Quoted in Goodnight, p. 43.
21. Goodnight, p. 48.
22. Miller, p. 13.
23. Quoted in Goodnight, p. 40.
24. Summer Session Annual Report for 1911, p. 15.
25. Juvenile delinquency, see: Anthony M. Platt, *The Child Savers: The Invention of Delinquency* (University of Chicago Press, 1969). On deans of women, see: Lulu Holmes, "A History of the Position of Dean of Women in a Selected Group of Co-Educational Colleges and Universities in the United States," Ph.D. dissertation, Columbia University, 1939. As an example of the reassertion of *loco parentis* in the form of student self-government, see: Ethelbert D. Warfield, "Student Co-Operation in College Government," National Education Association, *Addresses and Proceedings*, (1894), pp. 816-17; and M. C. Fernald, "Cooperative Government," National Education Association, *Addresses and Proceedings*, (1890), pp. 685-90.
26. Summer Session Annual Report for 1910, pp. 8-9.
27. Summer Session Annual Report for 1911, p. 12.
28. Summer Session Annual Report for 1910, p. 11.
29. Summer Session Annual Report for 1913, p. 8.
30. Summer Session Annual Report for 1915, p. 22.
31. Summer Session Annual Report for 1912, p. 5.
32. Goodnight, pp. 49-50.
33. Summer Session Annual Report for 1914, p. 25.
34. Summer Session Annual Report for 1918, p. 2.
35. Goodnight, pp. 51-4.
36. Summer Session Annual Report for 1919, p. 5.
37. Summer Session Annual Report for 1912 through 1919.
38. Quoted in Miller, p. 28.
39. Quoted in Miller, p. 28.
40. Quoted in Summer Session Annual Report for 1923, pp. 7-8.
41. Summer Session Annual Report for 1928, p. 8.
42. Scott Goodnight to A. L. Baldwin, 16 July 1912 (UW Archives: Summer Session, subject files, 16/5/1 box 1).
43. Libby B. Campbell to Scott Goodnight, 2 August 1912 (UW Archives: Summer Session, Director's papers, 16/2/1 box 1).
44. Quoted by Miller, p. 22.
45. Scott Goodnight to E. Gonzenbach, 24 June 1926 (UW Archives: Student Affairs, 19/5/1 box 1).
46. Scott Goodnight to President Birge, 2 and 3 August 1921 (UW Archives: Student Affairs, 19/5/1 box 1).
47. Scott Goodnight to Elmer B. Bryan, 3 August 1928 (UW Archives: Student Affairs, 19/5/1 box 1).
48. Susan B. Davis to Scott Goodnight, 24 September 1931 (UW Archives: Summer Session, Director's papers, 16/2/1 box 3).
49. Louise Nardin to Scott Goodnight, 14 August 1925 (UW Archives: Summer Session, Director's papers, 16/2/1 box 2).
50. Mark H. Ingraham, "The University of Wisconsin, 1925-1950," pp. 71-73, in Allan G. Bogue and Robert Taylor, eds., *The University of Wisconsin: One Hundred and Twenty-Five Years* (University of Wisconsin Press, 1975).
51. Mark H. Ingraham, *Charles Sumner Slichter: The Golden Vector* (University of Wisconsin Press, 1972), pp. 176-193.
52. John W. Jenkins and Barry Teicher, "The Community of Scholars at the University of Wisconsin, 1920-1944" UW History Project Working Paper #1 (1984).
53. For a good overview of the several sides to the salary matter, see: S. H. Goodnight to the President, the Business Manager, and all members of the Board of Regents, 16 July 1934; Glenn Frank to the Board of Regents, 21 July 1934; George W. Mead to Glenn Frank, 23 July 1934; Arthur Sholts to Glenn Frank, 23 July 1934; S. H. Goodnight to Resident Staff of the Summer Session Faculty, 31 July 1934; University Committee to Glenn Frank, 1 August 1934 (UW Archives: President Frank papers, 4/13/1 box 147). Also see: Goodnight, pp. 71-80.
54. Miller, p. 33; Goodnight, pp. 64-5.
55. Goodnight, pp. 85-7.
56. Quoted in Miller, p. 34.
57. Summer Session Annual Report for 1941, p. 4.
58. Jenkins and Teicher, "Community of Scholars," pp. 32-42.
59. For two excellent analyses of the principle in action as UW, see: University of Wisconsin, Committee on University Functions and Policies, "Second Report, Internal Survey" (November 1949); and "The Role of the Faculty in Institutional Governance," in *The University of Wisconsin-Madison in 1978: A Self-Analysis*, prepared for the North Central Association accreditation review (1978).

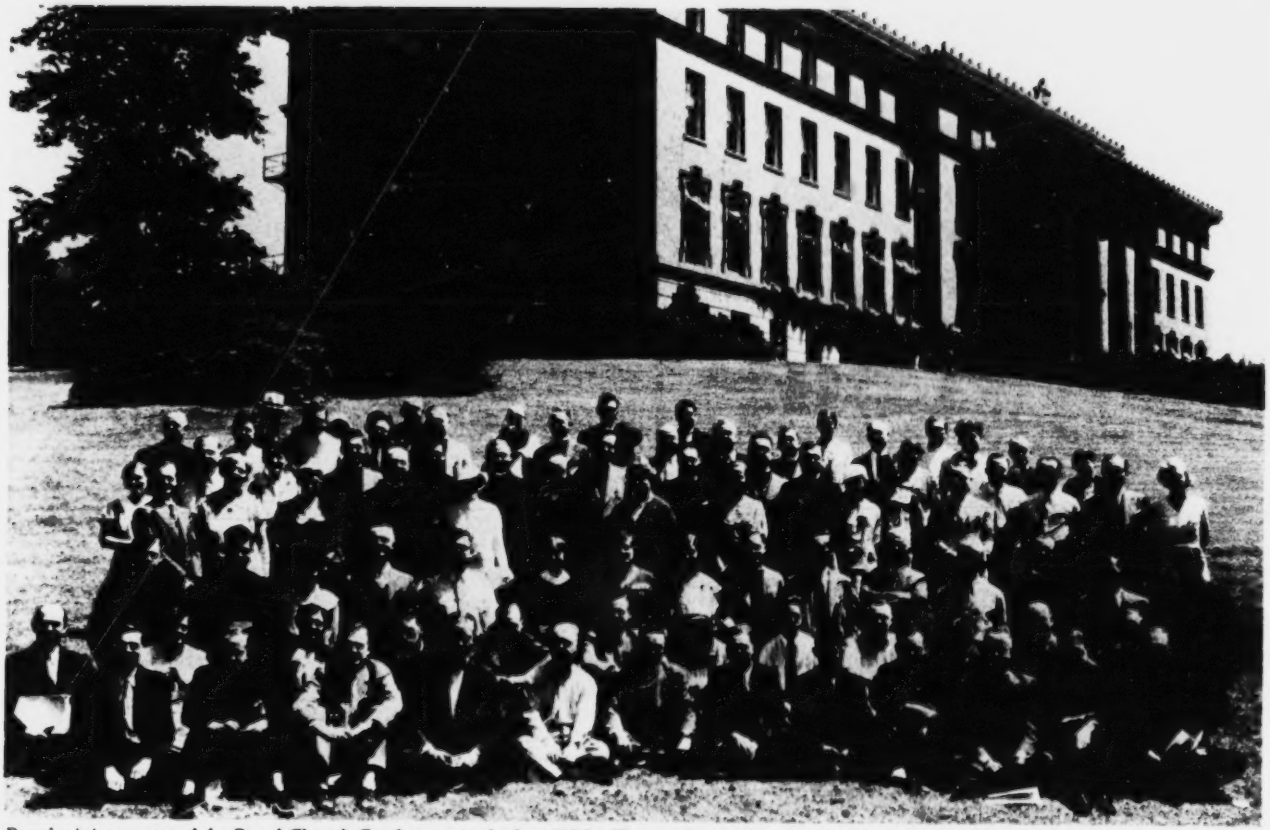
60. Notes of John Guy Fowlkes interview with Howard Miller, 9 July 1959 (UW Archives: Summer Session, subject file, 16/5/1 box 38).
61. BOR, Minutes, vol. 9 (25 October 1947), p. 8.
62. Margaret Ellingson interview with Howard Miller, 23 June 1959 (UW Archives, Summer Session, subject file, 16/5/1 box 38).
63. For the only biography of E. B. Fred yet published, which emphasizes his scientific career, see: Diane Johnson, *Edwin Brown Fred* (University of Wisconsin Press, 1974).
64. Clay Schoenfeld to L. H. Adolfson, 20 December 1955 (UW Archives, Summer Session, general file, 16/10/1 box 1). The discussions to follow of the Adolfson and Schoenfeld administrations have benefited greatly from tape recorded interviews conducted by John W. Jenkins with Clay Schoenfeld (16 and 17 April 1985 and 5 May 1985) and Nancy Mae Abraham (30 April 1985), both on file with the UW History Project.
65. See, for example, [Margaret Ellingson], Memo to President Fred and Acting Director Adolfson, n.d. (UW Archives: Summer Session, general file, 16/10/1 box 1).
66. Summer Session Annual Report for 1955, pp. 1-2. This and subsequent annual reports contain a wealth of information about Summer Session programming, problems, and planning. Most of the information for the remainder of this section can easily be found in them without the help of footnotes.
67. See, for example: L. J. Lins, "Comparison of Use of Time During 1961 Summer by Undergraduate Students Registered at Madison and Milwaukee During 1961 Fall Semester" (mimeographed, UW Office of Institutional Studies, 1962); L. J. Lins and Allan P. Abell, "Attendance Patterns of Fall 1958 New Freshmen for Twelve Semesters After Entrance: The University of Wisconsin, Madison Campus" (mimeographed, UW Office of Institutional Studies, 1965); L. J. Lins, Allan P. Abell, and David R. Stucki, "Student Evaluations of the 1964 Summer Sessions with Special Reference to the Twelve-Week Session" (mimeographed, UW Office of Institutional Studies, 1964); and L. J. Lins, C. A. Schoenfeld, Robert A. Rees, and Allan P. Abell, "Student Reactions to 1961 Summer Sessions: The University of Wisconsin, Madison Campus" (mimeographed, UW Office of Institutional Studies, 1962).
68. Summer Session Annual Report of 1956, p. 2. In the interest of consistency, use of "Summer Session," as opposed to "Summer Sessions," will continue throughout the text of this study. The reader should be aware, however, that since 1956 "Summer Sessions" has come into general use.
69. L. H. Adolfson to Dear [Faculty] colleague, 31 October 1955 (UW Archives: Summer Session general file, 16/10/1 box 3).
70. Nancy Mae Abraham interview with John W. Jenkins, 30 April 1985.
71. For an overview of Adolfson's career at UW, see: Clay Schoenfeld, *The Outreach University: A Case History in the Public Relationships of Higher Education* (Office of Inter-College Programs, University of Wisconsin-Madison, 1977).
72. Association of Summer Session Deans and Directors, "Summary of Reports" (1934), pp. 4-5.
73. Scott Goodnight to E. A. Birge, 18 October 1923 (UW Archives: President Birge Papers, 4/12/1 box 41).
74. Clarence A. Schoenfeld with Donald N. Zillman, *The American University in Summer* (University of Wisconsin Press, 1967).
75. For texts of these papers, see: Summer Session Annual Report for 1968, appendices 8-10.
76. Summer Session Annual Report for 1973, appendix J.
77. Robert Bartholomew, Patrick Runde, Howard Stone, and Harland E. Samson, chair, "Assessment of Summer Sessions Curricular Needs: A Study of Trends, Perceptions, and Practices Associated with Summer Sessions at the University of Wisconsin-Madison" (Summer Sessions Office, University of Wisconsin-Madison, 1982). For the only other Summer Session study to survey faculty members, see: Robert L. Belle, "The Summer Sessions Rationale in the School of Education, the University of Wisconsin-Madison," Ph.D. dissertation, University of Wisconsin-Madison, 1973.
78. Summer Session Annual Report for 1968, p. 1.
79. After reading a draft of this sentence and subsequent analysis, Director Emeritus Schoenfeld suggested that the authors include the following parenthetical observation: "(Because Schoenfeld's academic and professional focus was in that area of mass communication known as public relations, he was addicted to the belief that an engineered public perception could substitute for reality.)"
80. George Sellery to Charles Van Hise, 14 October 1908 (UW Archives: President Van Hise papers, 4/10/1 box 14).
81. Victor Lenher to George Sellery, 12 February 1910 and George Sellery to Victor Lenher, 25 February 1910 (UW Archives: Summer Session, general correspondence, 16/4/1 box 4).
82. J. C. Marquis to George Sellery, 5 February 1910 (UW Archives: Summer Session, general correspondence, 16/4/1 box 4).
83. George Sellery to F. E. Turneaure, 23 May 1910 (UW Archives: Summer Session, general correspondence, 16/4/1 box 4).
84. George Sellery to Charles Van Hise, 8 June 1910 (UW Archives: President Van Hise papers, general correspondence, 4/10/1 box 20).
85. Charles Van Hise to George Sellery, 3 July 1908 (UW Archives: President Van Hise papers, 4/10/1 box 14).
86. George Sellery to Charles Van Hise, 25 February 1909 (UW Archives: President Van Hise papers, 4/10/1 box 14).
87. George Sellery to Charles Van Hise, 13 December 1909 (UW Archives: Summer Session, general correspondence, 16/4/1 box 4).
88. Charles Van Hise to George Sellery, 28 June 1910 (UW Archives: Summer Session, general correspondence, 16/4/1 box 4).
89. BOR, Minutes, H., p. 240.
90. Scott Goodnight to Members of the Instructional Staff, 30 July 1919 (UW Archives: President Birge papers, 4/12/1 box 3).
91. Scott Goodnight to Glenn Frank, 5 December 1927 (UW Archives: President Frank papers, 4/13/1 box 42).
92. Scott Goodnight to Clarence Dykstra, 14 December 1939 (UW Archives: President Dykstra papers, 4/15/1 box 47).
93. K. L. Hatch to Scott Goodnight, 31 July 1912 (UW Archives: Summer Session, Director's papers, 16/2/1 box 1).
94. J. A. James to Scott Goodnight, 11 February 1924 (UW Archives: Summer Session, general correspondence, 16/4/1 box 19).
95. Ira L. Baldwin interview with John W. Jenkins, 29 April 1985 (tape filed with UW History Project).
96. Scott Goodnight to M. F. Guyer, 30 July 1913 (UW Archives: Summer Session, Director's papers, 16/2/1 box 1).
97. M. F. Guyer to Scott Goodnight, n.d. (UW Archives: Director's papers, 16/2/1 box 1).
98. T. K. Urdahl to Scott Goodnight, 11 August 1913 (UW Archives: Summer Session, Director's papers, 16/2/1/ box 1).
99. L. A. Coerne to Scott Goodnight, 7 August 1913 (UW Archives: Summer Session, Director's papers, 16/2/1/ box 1).
100. C. R. Fish to Scott Goodnight, 20 November 1924 (UW Archives: Summer Session, subject file, 16/5/1 box 7).
101. Scott Goodnight to M. V. O'Shea, 15 April 1924 (UW Archives: Summer Session, general correspondence, 16/4/1 box 20).
102. M. V. O'Shea to Scott Goodnight, 24 April 1924 (UW Archives: Summer Session, general correspondence, 16/4/1/ box 20).
103. Scott Goodnight to A. V. Miller, 26 November 1924 (UW Archives: Summer Session, subject file, 16/5/1 box 7).
104. J. H. Mathews to Scott Goodnight, 15 December 1924 (UW Archives: Summer Session, subject file, 16/5/1 box 7).
105. [Margaret Ellingson], Memo to President Fred and Acting Director Adolfson, n.d. (UW Archives: Summer Session, general file, 16/10/1 box 1).
106. John Guy Fowlkes to Clarence Dykstra, 14 October 1943 (UW archives: President Dykstra papers, 4/15/1 box 122).
107. Summer Session Administrative Committee, Minutes, 27 October 1954 (Summer Session Office).
108. L. H. Adolfson to Deans Wendt, Zuill, Uhl, Doremus, Gaumnitz, Mayor, Ritchie, Kivlin, and Brogden, 28 October 1954 (UW Archives: Summer Session, general file, 16/10/1 box 1).

109. Minutes of the Meeting of Those Representing Auxiliary Services in the Summer Session, 2 December 1954 (UW Archives: Summer Session, general file, 16/10/1 box 1 and Summer Session Office).
110. [Clay] Schoenfeld to L. H. Adolfson, Strengthening the UW Summer Session, 22 July 1955 (UW Archives: Summer Session, general file, 16/10/1 box 1).
111. Summer Session Annual Report for 1957, p. 1.
112. Minutes of the Meeting of the Summer Session Executive Committee, 3 August 1955 (UW Archives: Summer Session, general file, 16/10/1 box 1 and Summer Session Office).
113. L. H. Adolfson to E. B. Fred, 5 August 1955 (UW Archives: President Fred papers, 4/16/1 box 244).
114. Minutes of [the President's] Administrative Committee Meeting, 16 August 1955 (UW Archives: President Fred papers, 4/16/1 box 244).
115. Clay Schoenfeld to L. H. Adolfson, RE: Summer Sessions Executive Committee, 1 March 1956 (UW Archives: Summer Session, general file, 16/10/1 box 1).
116. Enrollment figures are available in the various Summer Session Annual Reports.
117. C. E. Mendenhall to Scott Goodnight, 5 August, 1925 (UW Archives: Summer Session, Director's papers, 16/2/1 box 2).
118. See Jenkins and Teicher, "Community of Scholars," tables 17–24.
119. See: UW Summer Session *Bulletins*; Summaries of Reports of the Association of Summer Session Deans and Directors; and statistics on file with the Summer Session Office.
120. J. R. Whitaker to Scott Goodnight, 6 August 1937 (UW Archives: Summer Session, Director's papers, 16/2/1 box 4).
121. L. W. Dowling to Scott Goodnight, 4 August 1925 (UW Archives: Summer Session, Director's papers, 16/2/1 box 2).
122. G. S. Loman to Scott Goodnight, 12 August 1935 (UW Archives: Summer Session, Director's papers, 16/2/1 box 4).
123. Summer Session Annual Report for 1967, p. 5.
124. Nancy Abraham, "Summer Sessions—Past, Present, Future," presented at the NCCSS annual meeting, Chicago, 29 March 1984.
125. See: Mark H. Ingraham, "Maps Versus Blueprints," in *From a Wisconsin Soapbox* (Wisconsin Academy of Sciences, Arts and Letters, 1979).
126. G. C. Sellery, *Some Ferments at Wisconsin, 1901–1947: Memories and Reflections* (University of Wisconsin Press, 1960), pp. 9–34.



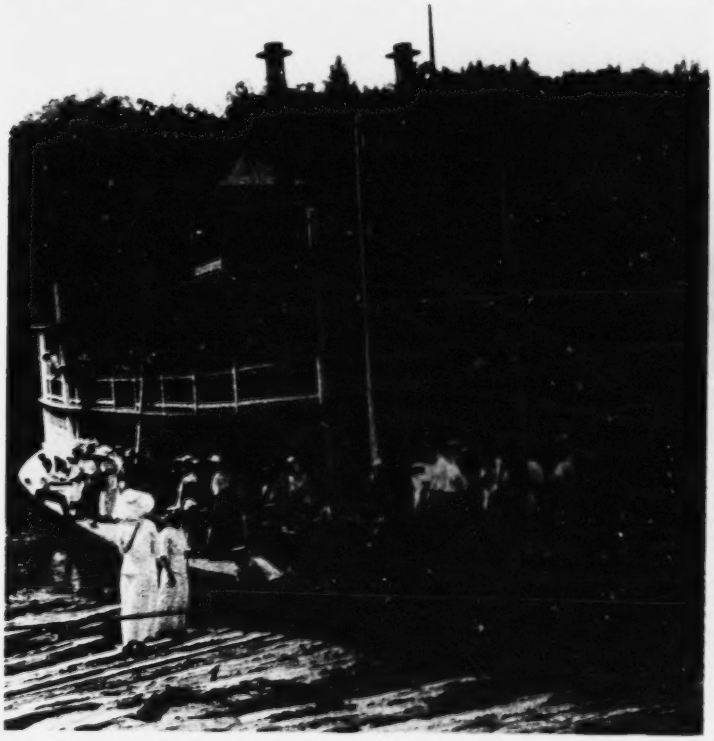


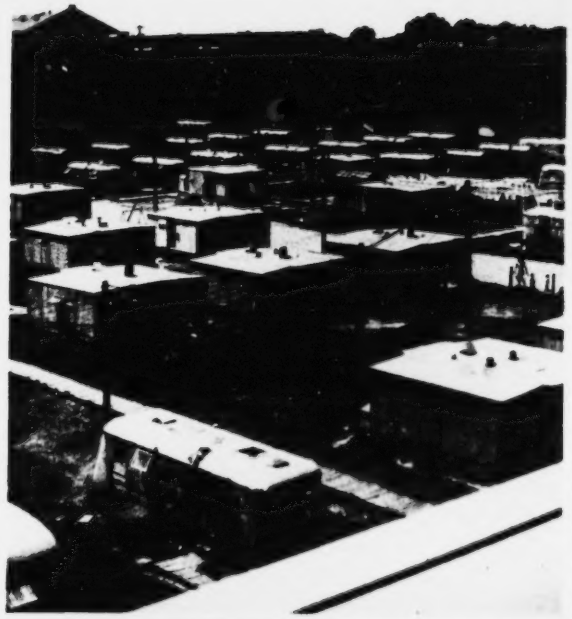
*At the turn of the century, cows grazed in the summer sun on Observatory Hill as nearly 400 Summer School students made their way down the dirt roads and boarded walkways leading from Bascom Hill to lower State Street then bustling with horse and trolley traffic.*



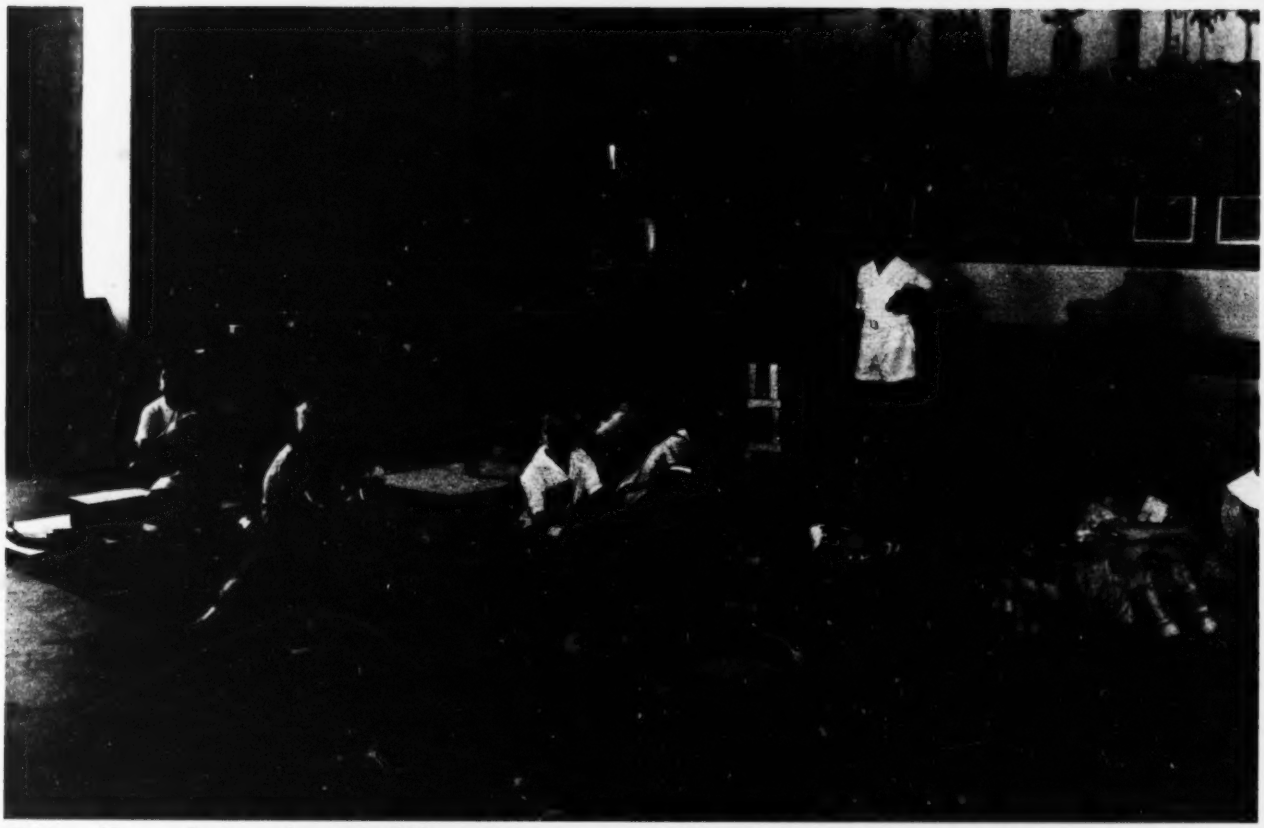
*Rural ministers attend the Rural Church Conference in the late 1920s. The conference became the first major noncredit institute under University auspices and was later followed by what would become known as the School for Workers.*

*Both Directors Sellery and Goodnight ran active publicity campaigns in the early 1900s to cement the concept of Summer School as both work and play—the play included school outings to Wisconsin Dells and the Farmer's Picnic held in 1914.*





*As the University began dealing with the matter of summer housing, some unique housing facilities, such as the Tent Colony, which began in the !920s, and the Randall Park Trailer Camp, used after World War II, came into use by summer students.*



*Children of Summer Session students in the 1930s were welcome to attend the Wisconsin Summer Laboratory School sponsored by the School of Education to serve teachers and administrators.*

*Since gaining official University sanction at the turn of the century, Summer Sessions has always had a large percentage of UW's leading faculty members involved in year-round teaching and research, including Drs. E. B. Fred and Conrad Elvehjem, who became the University's presidents in the 1940s and 50s.*

# *The American University in Summer Revisited*

*Clay Schoenfeld*
*Emeritus Dean of Summer Sessions, University of Wisconsin–Madison*

Twenty years ago I had the temerity to initiate the manuscript of what became in 1967 a University of Wisconsin Press book, *The American University in Summer*. It was easy to write that book then because, as a brand new summer session director, I didn't know what I didn't know. Now it is much harder to say something with confidence and conviction. Nonetheless I propose to look back, look around, and attempt to delineate the contour lines of that odd-ball bit of time and topography known as the summer campus; and then attempt to summarize summer term pervasive problems and persuasive prospects.

## *The Strange Case of the Summer Session*

Among the more enduring American news media myths is the implication that each summer every college and university "takes up the campus sidewalks," so to speak, not to revive until autumn. In point of fact, institutions of higher education are very lively places in summer today. This secret life of the summer session may be attributed in part to the strange nature of the summer term.

The summer term is the hybrid of the academic world. On the one hand, the summer session is merely an extension of the teaching function into the summer months; most summer students enrolled for credit are indigenous undergraduates and graduates pursuing their education year-round. Accompanying regular campus classes is a kaleidoscope of non-credit institutes, conferences, and workshops; at least at universities devoted to public service, more individuals may come to the campus in summer than in any other three-month period of year. In addition, the summer term is a major research laboratory; at least at land grant universities, the June–August research budget is apt to be greater than the September–November budget. Add an array of cultural and recreational out-of-class activities, and the summer campus takes on some of the aura of its original Chautauqua home.

Through instruction in a wide range of courses, through varied public services, through research and productive scholarship, and through ambient co-curricular programs, the summer term carries on the work of the university around the calendar and adds to that work in a number of unique and effective ways—the whole enterprise representing "a responsibility for academic traditions and standards as well as a responsiveness to public needs," in the words of Dean Norman Sam, Lehigh, recent president of the North American Association of Summer Sessions.

Attuned as they were to the demands of the agricultural cycle, the first college campuses were indeed ghost towns in summer, but in the years following the Civil War a concatenation of empty facilities and school teachers eager to upgrade themselves produced the first "summer institutes." Arranged by entrepreneurial professors, they were at but not of the university. It was not until the 20th century that the summer term was officially adopted by its host institution.

Some of that tradition as an academic appendage lingers on in the summer term today. For example, while no college or university has a "first-semester" or "second-quarter" dean, it will invariably designate a special chief executive officer for the summer term, typically called the summer session dean or director. Furthermore, the institution will encourage if not demand that the summer term be self-supporting. For example, when the Regents of the University of Minnesota in 1877 authorized "special summer courses of instruction during the summer vacations," they specified that "no material expense be incurred thereby." Minnesota Emeritus Director Willard L. Thompson calls that "a pure case of original sin, one that we have persisted in through the years." What exactly "self-support" means today depends on the institution. At a minimum, it will mean that student fees pay for all direct instructional costs. Or it can mean that summer fees cover a fair share of overhead costs as well. At a maximum, self-support can mean contributing a clear profit to the institution's capital fund.

Whatever its extent, there is a good deal of fall-out from the self-support syndrome. Insulated as it is from regular public or

private appropriations, the summer session tends to be much more "market oriented" than is the so-called "regular" academic year. For example, the singular term "summer session" is really a misnomer. While it is true, of course, that there will usually be one main session—either a six-week term, an eight-week half-semester, or a full ten- or twelve-week quarter—the typical college or university will have not one but many summer sessions as it seeks to meet the varying calendar conveniences of varying clientele.

Market demands are reflected sharply in the summer term curriculum as well. The credit course array will represent a solid block of "sure bet" offerings from the fall or spring timetable, as well as a sprinkling of experimental offerings designed to serve mercurial student tastes or emerging fields of scholarship. There will typically be particularly a deliberate attempt to attract public school teachers back to the campus. The more enduring experiments find their way into the regular-year inventory. A long roster of courses, programs, departments, and even disciplines first saw the light of day in summer.

To bring the summer curriculum to public attention, "marketing has been a traditional concern of directors of summer sessions," as Vice President Eleanor McMahon of Rhode Island College has put it. An 1889 UW-Madison Summer Session *Prospectus* waxed eloquent thusly: "The Summer School aims to do earnest, vigorous work, but while seeking especially the patronage of those who spend the summer in this way, it affords also rare opportunities for those who seek a delightful summer resort for rest and enjoyment." (The author, incidentally, was a young historian, Frederick Jackson Turner, who four years later was to electrify the scholarly world with his "frontier theory" of American history.) While the Madison Avenue tenor of such marketing is considerably muted today, the summer session dean continues to invest heavily in a "media mix" of folders, posters, bulletins, fliers, radio/TV scripts, news releases, and journal advertisements. When a pioneer group of summer session deans held their first national meeting in 1917, at the top of the agenda for discussion was "the best methods of securing publicity." When members of the same organization got together at Chapel Hill, North Carolina, recently, still on the agenda was the question: "What advertising or promotion programs generally prove to be most successful?"—posed not by a representative of Siwash but by Dean Richard D. Robbins of Johns Hopkins.

As they scramble for "nontraditional" students to replace declining conventional student populations in fall, college and university recruiters have a ready-made field manual in the files of their summer session deans. Rev. Robert J. Austgen of Notre Dame once called his fellow summer session deans "the most ecologically minded of all administrators in academe," in that, unlike their regular-year counterparts, they have not been guilty of "monocultivating" the traditional college student but rather have been ahead of time in "tapping the trend to lifelong learning."

Helen B. Warren of Pennsylvania State observes: "In the time-honored tradition of 'reinvention,' recent literature of higher education has been replete with proposals for the extension of learning opportunities in time and place and to nontraditional clienteles. In fact, summer study in institutions of higher learning has been doing just that for over 100 years." After having operated a conventional summer quarter for many years, Penn State has recently converted to diversified summer sessions.

Inevitably the do-it-yourself financing of the summer term impacts on faculty salary scales. While there is a bewildering range in standards of summer payment throughout the country, repeated studies indicate that the typical faculty member in summer works a little harder at his or her teaching for a given amount of money than he or she does in spring or fall. In a worst-case scenario, a professor may not get paid at all if the course doesn't "make;" that is, meet some minimum enrollment requirements. In the best of situations, even with a guaranteed summer salary based on an "equitable" proportion of the nine-month salary, a summer faculty member's teaching load will tend to involve proportionately more credit-hours than in spring or fall. As a matter of fact, Michael Nelson, Executive Secretary of the North American Association of Summer Sessions, thinks the very existence of an "equitable" summer session salary is "open to debate."

Tenured or not, no faculty member on an "academic-year" appointment has an inalienable right to teach in summer as he or she does in fall and spring. The summer budget is zero-based, the whole staff technically taken apart each August and put together from scratch the following May. Practically, of course, those faculty members who choose to do so and who have successful track records can appear on the summer roster perennially. A promise of summer employment is often a faculty recruitment or retention device. Where summer service contributes to retirement benefits, senior faculty like to teach. So do some faculty on "annual" appointments in colleges of agriculture, medicine, engineering, and other professional schools.

Given the fact that the summer professor has elected to teach during the summer, evidently enjoys teaching, is often more skilled and experienced, and that other academic duties frequently weigh less heavily upon him or her than during the regular year, one might assume that he or she does an effective job of teaching. Such indeed seems to be the case. Repeated surveys of summer session students at diverse institutions invariably find that summer instruction is rated at least as good if not better than a fall or spring experience. Such favorable responses may be attributed in part to the fact that the summer student can concentrate on one or two courses and thus invest more undivided attention in the learning process.

The myth of the athlete repairing a bent grade-point average to the contrary, the summer student tends to be a serious scholar. He or she is more apt to be married and in graduate school; hence older, motivation stronger, goals clearer. Invariably the summer student will have a part-time job. This is not to say, of course, that some summer students are not the playboys of the Western world, but the absence of football and frolics tends to keep their numbers to a minimum on the summer campus.

Few summer term credit student enrollments reach 50 percent of the spring term enrollment. There might be more students in summer if more financial aid were available, but many campus financial aid officials actually discourage students from attending, recommending instead that they seek summer employment to shore up their resources for fall. Vice President J.D. Thomas of Freed, Hardeman College has pointed out that "summer study is

adversely affected by federal financial aid policies and structures." He called for "necessary adjustments in policies and appropriations . . . to protect summer study." In recent years more and more students seem to recognize it may make economic sense to accelerate in summer. As Robert Chernak of the University of Hartford wrote: "They know that inflation will go up and tuition will go up, so they want to finish as early as they can and get into the job market as soon as they can."

Cheek by jowl with the regular student taking regular courses on the summer campus is that almost indescribable body of youths and adults attending all manner of non-credit institutes, conferences, and workshops, from bandsters bussed in from nearby junior highs to a world-wide assemblage of high energy physicists. Last summer, for example, UW–Madison hosted over 30,000 individuals in over 500 different programs with registrations ranging from eight to 800.

In contrast to the midway atmosphere of the summer term as a continuing education enterprise is the silent role of the summer campus as the site of ongoing research. Particularly in those institutions with agricultural experiment stations, research activities actually peak in summer. In other well-subsidized fields as well, summer research grants are common. Research professors and their acolytes scarcely break step from month to month. Some universities actively discourage junior faculty from teaching in summer, the better to advance their careers as published scholars.

Eager students in juxtaposition with able professors, third-graders in a "college for kids" and senior citizens in an "elderhostel," scholars sifting and winnowing for new insights, the whole enterprise set in the halcyon days of summer—the summer term has indeed "come of age" as "a multi-purpose institution serving a varied clientele," in the words of Missouri's former Summer Dean Larry Clarke.

Nobody has better described the strange case of the summer session than Dean Emeritus Marion Marts of the University of Washington:

> Summer sessions have certain characteristics which distinguish them from the academic-year programs, and which lend them a significance that is not widely recognized. They represent under-utilized instructional and societal resources whose development can reduce the year-round unit costs of higher education. They are teaching-oriented, through a process of self-selection by faculty and students. They have a proportionately large impact on public school education because of the number of school personnel in the summer student body. They represent significant opportunities for enrichment, experimentation, and innovation because of the ease with which instructional resources can be assembled in the absence of tenure and other long-term commitments. They tend to operate on a 'market model' because their financing is sensitive to enrollment and is not insulated by big appropriations or endowments.

Given such a mission, the summer session dean tends to be a strange breed of campus cat. While he or she will usually bring to the post a respectable background as a scholar, that robe is shed in favor of the uniform of a battalion commander or the pin-stripe suit of a bond salesman, so unorthodox are the responsibilities of what Minnesota's former Summer Dean E. W. Ziebarth once called "bringing into harmony the dissonant variations on an educational theme." In one respect, however, summer session deans are ever so conventional—they have their own association. In fact, they have four of them. The oldest and most prestigious, the Association of University Summer Sessions, limits its membership to 50 leading universities, from Harvard to Michigan to Berkeley. The North American Association of Summer Sessions has over 400 members, representing apples and oranges. Then there are North Central and Western associations as well.

When summer deans get together, their deliberations are understandably a far cry from the agenda of the Modern Language Association or the American Society of Agronomy. A frequent topic is "those people who don't understand us." For some reason or other summer session deans habitually feel put upon. University of Minnesota Emeritus Director Thompson enumerates typical complaints: "Recalcitrant department heads and faculty whose only concern in the summer is with additional paychecks. The limits placed on innovative efforts by the need to be self-supporting. The frustrations of summer session deans and directors who could work wonders if they weren't so far down in the administrative pecking order."

Young management consultants unfamiliar with the realities of the summer term sometimes will recommend that the summer session be decapitated as an economy measure, only to discover upon closer examination that savings are illusionary. Some troglodyte faculty continue to insist that anything taught in a shorter time frame than three or four months is *ipso facto* shoddy, conveniently ignoring repeated studies showing no statistical difference in learning to be related to number of weeks of instruction. Some research professors express concern at the "academic drugstore" nature of all those summer conferences and workshops, and some citizens in attendance therein may well wonder what those research professors are doing with the public's money out in a sun-baked cornfield or in an air-conditioned library.

Actually, more than ever before summer sessions are serving as what Vice President McMahon has called "early warning devices," providing "a testing ground for new markets and new market strategies which can be transferred into the academic year."

### *Pervasive Summer Term Problems*

As it has emerged from a Chautauqua tent show to a more-or-less respectable aspect of year-round academic enterprise, the summer term has faced a variety of problems and prospects, and inevitably will continue to do so.

There is hardly anything the summer university has engaged in that somebody hasn't complained about—its motives, its length, its special programs, its advertising methods, its financial practices. Many of the old gripes are irrelevant now, but it is worth reviewing them as a backdrop to current stresses. Most basic, perhaps, various summer session stated objectives have been said by a few critics to be in fact rationalizations, secondary to the desire to milk the last hour of utilization out of campus facilities, and to augment the limited incomes of professors. There is really

no answer to this charge other than to say it applies to any month of the year if it applies at all.

Another continuing complaint, dating from earliest times, has concerned the length of the summer term. UW–Madison Graduate Dean Charles S. Slichter wrote in 1927 that six weeks was too short a time in which to produce anything of educational value. His successor felt in 1947 that the wartime fifteen-week summer semester had been too debilitating to both students and staff. Professors and deans continue their search for a magic number of weeks per summer term, in blissful ignorance of that growing body of evidence that there is little correlation between student academic achievement and length of term, summer or winter.

Pedagogical institutes, off-campus summer science camps, travel courses, and other exotic types of summer enterprise have each drawn criticism as they have been introduced. They continue to be somewhat of an anathema to ultra-conservative faculty; but on the whole such programs are now generally recognized as acceptable, and even distinguished, aspects of university work.

Another age-old criticism of the summer term has focused on its methods of advertising. In their conventions, summer deans spend a lot of time talking about how best to promote their sessions, because they are all under the gun to "carry out programs of vigorous encouragement of students to take advantage of summer offerings." A Madison Avenue approach has been and continues to be repugnant to all but the most irreverent professors, perhaps because advertising suggests that admissions standards are suspect.

Early summer terms, as we have indicated, were often required to be self-supporting. Instructors, anxious to secure break-even enrollments, eagerly solicited students by unprofessional means, encouraged the imposition of punitive fees, or introduced academically dubious courses under the guise of experimentation. The central evil of insistence on self-sufficiency was responsible for these subsidiary mischiefs, but lax administration also played its part. As summer terms were integrated into reputable college and university processes, serious efforts were made to overcome their flaws. Today all but a handful of the 2,800 United States summer terms accept on good faith summer credits from sister institutions.

One of the most critical problems of the modern summer term is that the time allotted to the director for his summer administrative duties needs in most instances to be substantially increased. The summer director must fight not only the calendar but the clock. What many university presidents may not understand is that the most crucial chores associated with administering the summer term occur not in summer but in the period from November to May when the program and budget are being planned, and staff and physical facilities secured. Indeed, once the summer term opens there may not be much the director can do to influence the course of events beyond making future plans in the light of current program assessments. An honest part-time position the year round would seem to be the minimum assignment for a summer dean in an institution that expects to operate an acceptable summer term.

Money is still the final factor that determines educational results. Getting enough money and spending it wisely is the alpha and omega of the summer session director's job. Most directors would say that wise spending is easier than the getting. Whether his or her target is a president, a board of trustees, a foundation, or a legislature, the summer session director is faced annually or biennially with explaining the needs of the program and documenting those areas that particularly warrant initiation, enlargement, enrichment, or improvement.

Many summer sessions are still asked to be self-supporting. As a result, they may schedule only sure-bet courses, sign their professors up to sudden-death contracts, pay them below scale, and milk the students. In my opinion, there is simply no excuse for the summer term to enjoy anything but the same level of subsidy as that afforded the balance of the year, and there is no excuse for the summer instructor to be appointed and paid on other than the same basis as the winter instructor. Even faculty fringe benefits should be equal in summer to regular-year standards. Above all, summer fees should be their just proportion of semester or quarter fees.

Truth to tell, my repugnance at the self-support syndrome is not universally shared. In fact, two elder statesmen flatly reject my thesis. Clodus Smith, founder of NAASS, was under a "self-support" bookkeeping system when he was Dean of the Summer Session at the University of Maryland, but says he never felt "any great pressures or limitations on what we may offer." Washington's Emeritus Dean Marts, having lived in both self-support and subsidization environments, recalls: "I came into the job in 1960 gung ho for full integration and year-arounding; I went out in 1980 arguing for restoration of self-sustaining status in order to be freed of legislative and budget office entanglements."

Perhaps there are varied solutions to the fiscal status of the summer term. Just as there are varied solutions to the question of summer term admission standards. Are these standards, the summer dean is continually asked, the same as the standards applied to regular-year students? There is no black and white answer to this question, because student categories are not the same in summer as in fall. In general, however, we can say that, so far as students admitted to candidacy for a degree are concerned, summer admissions standards are identical to those of the fall. In fact, the rules are usually determined by the same committee and administered by the same staff person year-round.

There, however, the similarity ceases. For you typically have in summer, in addition to degree candidates, the "special student" category. These students, while their long-range goals may be no different from those of the regular students, are summer-only transients, and they are admitted under special arrangements. To review the categories of students whom the university will admit as summer specials with a minimum of red tape, these include: (1) The student from another college who is visiting for the summer and who is readmissible to his or her parent institution the following fall. At some universities most such students will be undergraduates from afar who are attracted by rich course offerings—or lakes and mountains. On other campuses most such specials will be local residents home for the summer. (2) The school teacher or administrator with a bachelor's degree back to pick up professional credits but not for formal graduate work. (3) The adult pursuing ad hoc educational objectives. (4) The superior high school junior accelerating or enriching his or her education by taking a regular college course. In addition to these

groups, some schools are beginning to make a practice of admitting "border-line" degree applicants as summer specials, and allowing them to stay on in the fall if they prove themselves academically. The only student who is clearly not admissible, even as a summer special, is the student who has simply "flunked out" someplace.

This eclectic summer special student category has earned for the summer term the disapproval of some educators and the praise of others. The former say summer specials tend to constitute a sort of smog that contaminates the scholarly air of the campus. The latter say summer specials contribute a valuable maturity and cosmopolitanism to the summer student body. What little research has been done on the subject suggests that "for all students, summer grade-point averages are above those of the fall semester." Both sides claim this proves their point!

The mushrooming program of summer conferences and institutes likewise presents problems—quality control, quantity control, and a much-discussed problem of "federal control." The university is under increasing pressure from government agencies, from industry, and from lay groups to offer a growing array of summer educational experiences. When these programs draw legitimately on the skills and resources of the campus, and when suitable faculty members are fully involved in curriculum planning and execution, clinics and workshops can be among the most exciting and worthwhile of the summer university's ventures. But if the summer session director allows his or her institution to become little more than a hotel-keeper for this or that convention, he or she does both campus and clientele a disservice.

The physical resources of the campus are not unlimited. Some rationing of time and space among educational services may become necessary. In particular, the summer session director may have to enter the arena of long-range plant planning—to incorporate adult education criteria in dormitory design, to add suitable rooms to the student union, or to put air conditioning in the continuing education building.

A perennial aspect of summer sessions, if not a problem, has been the quixotic character of its administration. The insignia of deans of colleges of arts and sciences are pretty uniform across the country. For example, it is a given that a candidate for the position have an impeccable track record as a scholar in an appropriate discipline, and preferably have had some combat time as chair of a major department. But there is little consensus on the job description of the chief executive officer of a summer term, much less on the credentials for the job. Given the early emphasis on teacher training, the first summer term directors tended to be deans or professors of education, although the director playing host at their first national assembly was an erstwhile professor of German serving also as dean of men. For a time something of a trend later developed allying summer term administration with that of extension, evening college, or adult education generally, but by and large summer term officials have continued to come from varied backgrounds and have occupied varied positions in the power structure of their respective campuses. A respectable number have gone on to become vice chancellors, vice presidents, and even chancellors and presidents; but, while very few have died in harness, many have just faded away. The lack of cohesiveness may have been in part responsible for the fact that summer session concerns have never been insinuated onto the agendas of the annual conferences of any of the major associations in the field of higher education. Only once, in 1966, has the U.S. Office of Education attempted a definitive study of national summer term data. Only once, in 1967, has a book appeared attempting to limn the dimensions of summer term phenomena. Recently a new trend seems to mark summer term administration character—a trend of questionable impact. On the one hand, the summer term is often being brought more clearly under the policy cognizance of the senior academic affairs administrator, providing at least the opportunity for better year-round coordination of campus enterprise. On the other hand, in such a situation the day-to-day summer term operations are frequently being assigned to a representative of the new breed of academic "managers" who hold "staff" as opposed to "faculty" status. A significant number of them are women, an entry-level position in summer term administration apparently often being viewed as an ideal vehicle for helping achieve campus affirmative action goals. Whether these new operatives will acquire a feeling for the nuances of fruitful relations with faculty, or whether their presence will tend to exaggerate what has too often been perceived as the peripheral nature of the summer term—all this remains to be seen.

Occupying as he or she often does a position adjacent to but not in the faculty structure—not unlike that of a warrant officer or a chief petty officer *vis à vis* commissioned ranks, it is doubly incumbent upon the new breed of summer term manager to assimilate a sincere appreciation of what a university is all about; namely, that professors *are* the university. As University of Wisconsin President E.B. Fred once wrote: "It is the projects, inspiration, and ideas of faculty members that are the core of the entire university program." Or, as a Dean of the UW Graduate School once explained: "In seeking to maintain a high level of performance, the most obvious and important asset is the faculty. Buildings and equipment (and, he might have added, administrators) are only tools." While he was talking about his University's research program, the same principle applies to summer term instruction.

An overriding summer problem is simply: How can the summer term be strengthened with a view to inducing greater voluntary utilization of campus facilities? On its answers to this question will depend the very future of the summer term; and the answers themselves will depend largely on how summer administrators handle some of the problems we have already posed. Let's review them, therefore, in the light of making the best possible use of campus facilities without coercion:

1. Summer attendance is in part a reflection of curricular offerings. A poverty-stricken list of courses furnishes little incentive for the regular student to stay, or for the visiting student to come. Each university department could contemplate curriculum expansion and enrichment, with an eye particularly to upper-division programs.

2. Summer attendance is in part, too, a reflection of faculty strength. Where the "name" professors are absent in summer, students will be also. Salaries, fringe benefits, and reward systems need to be reviewed with an eye to encouraging summer teaching.

3. Serious efforts must be made to increase financial aid for summer students. Such persons incur a double expense: they must meet the costs of summer attendance while sacrificing income from a seasonal job. Scholarship and loan policies and practices could come to recognize the place of the summer term.

4. To increase campus plant utilization and to enable the student to earn maximum credits, some calendar juggling may be desirable. For example, an eight-week session can become a nine- or ten-week session, a nine- or ten-week session can become two five-week terms, or a three-week inter-session can be introduced.

5. Research activities may lend themselves to more emphasis in summer, particularly those programs requiring extra manpower or benefiting from outdoor investigations.

6. The utility of the summer campus as a site for a wide range of continuing education programs can be enhanced. Youths and adults, housewives and doctors, lathe operators and physicists, bassoon players and engineers—all are ready to convert the new American leisure to purposeful pursuits at the institution which will but construct meaningful learning experiences on a scale and of a caliber commensurate with public needs and desires.

### *Persuasive Summer Term Prospects*

Now what of the shape of summer sessions to come? What problems and prospects are in store?

I predict our summer terms will increasingly function as a reservoir of proven policies and practices that can keep our institutions functioning in an age of scarcities and controls. And I believe summer terms will increasingly function as the proving ground for the new courses and curricula that must be evolved to help our constituencies adjust to a steady-state environment.

Where else on the typical campus can you find a dean so familiar with short rations, a faculty member so accustomed to some form of accountability, a student so inured to a truncated timetable, a vice chancellor so practiced at formula funding, a president so adept at explaining that empty facilities can constitute efficiency rather than profligacy? Where else but in the summer term?

Where else will the dean's assistant be so used to programming in nontraditional ways for nontraditional clientele? Where else will the dean himself be so adjusted to maximum responsibility and minimum authority? Where else will colleagues of like title share their hopes and fears so frankly?

Where else on the typical campus can you find the physical and personnel resources for responding so promptly and effectively to the educational needs of a citizenry adrift on uncharted seas? Where else but in the summer term?

The summer term response record is simply very good, indeed. Let me cite a couple of examples from my own campus, merely as representations of what has happened in many places:

1911 Introduced the University's first Student Health Service.

1917 Although U.S. entry into World War I had only just been declared, summer school that year included a jerry-built cadet training program.

1920 Introduced a secondary-school curriculum at Wisconsin High School.

1924 Inaugurated the School for Workers.

1926 The Director reported he was "coping with the booze hounds which infest the Summer Session."

1930 Despite collapsing enrollments, Economics Professor "Wild Bill" Kiekhofer offered a new course in "Depression Economics."

1940 Emergency Manpower Training courses antedated World War II.

1946 To accommodate returning ex-GIs, a full summer semester was introduced.

1958 In the Sputnik era, 52 proposals for NDEA institutes were processed.

1960 A faculty committee lifted the ban on wearing shorts on campus.

1966 The Institute for Environmental Studies was presaged by a special student-faculty seminar on environmental issues.

1970 The bombing of Sterling Hall came to symbolize American anti-Vietnam War fervor.

1972 The Summer Sessions survived a 20 percent budget cut.

1973 To occupy a newly-occuring calendar niche, a Three-Week Inter-Session was launched.

1976 Special funds were made available to encourage the development of innovative courses.

1981 A special faculty committee began an extended assessment of summer term curricular needs.

1985 Centennial observances focussed on future options more than on the past track record.

In summary, the American university summer term, after 100 years of development in comparative obscurity, has emerged into unexpected limelight as the focus of many of the problems and challenges agitating our institutions of higher education. The summer session is the scene of continuing conflicts that lend vitality to academic enterprise: the perennial dialogue between faculty and administration, with a new breed of executive emerging to perform a role of quiet leadership, whether he or she occupies a professor's chair or a president's suite; the pervasive conflict between responsibility for academic standards and traditions and responsiveness to public needs and wants, the balancing of which is the genius of the modern university; and the related debate between conformity to time-honored curricular modes and structural patterns, and flexibility in outlook and execution. Whatever the solution to these and other problems, we know that it must be indigenous; that is, summer term calendars, clientele, curricula, and administrative structures must be in keeping with the background and aspirations of the particular institution or region they are designed to support.

As our various institutions move to shape the summer university of the future, we can expect to see at least six major trends:

1. The summer as a period of experimentation, particularly in the areas of interdisciplinary programs and special offerings for groups with particular needs.

2. Modernization of educational facilities and techniques, such as the harnessing of electronic developments to classroom

purposes.

3. Constant evaluation, with increased investment in those programs that serve well and a discarding of others.

4. The summer administrator emerging as an internal coordinator and external interpreter of the methods and aims of higher education.

5. A mutual blending of the characteristics of the regular year with those of the summer term to the end that the year-round pattern of university enterprise is more homogeneous from season to season.

6. Increased attention to the solution of domestic and international problems.

In sum, the problems of the summer term are largely the problems of higher education in general. By its very nature a peculiar breed of academic animal, the summer session is in an advantageous position to find and experiment with new ways and means of solving some of the dilemmas of the university. The summer session's role in revising curricula, its use of independent study and foreign travel, its ready acceptance of "special" students, and the improvement of its teaching and administration—all are signs that the summer term has accepted this challenge, to the end that it has become a significant device which each American university can increasingly employ to attain its goals. For many of us, this presages a summer enterprise "as broad as human endeavor and as high as human aspirations."

Such an optimistic view is not without its critics. Minnesota's Dean Emeritus Thompson states flatly: "You present forceful arguments and you lay them out skillfully. But in the end I disagree. Faced with funding crises, the summer session concept as you and I have known it is doomed."

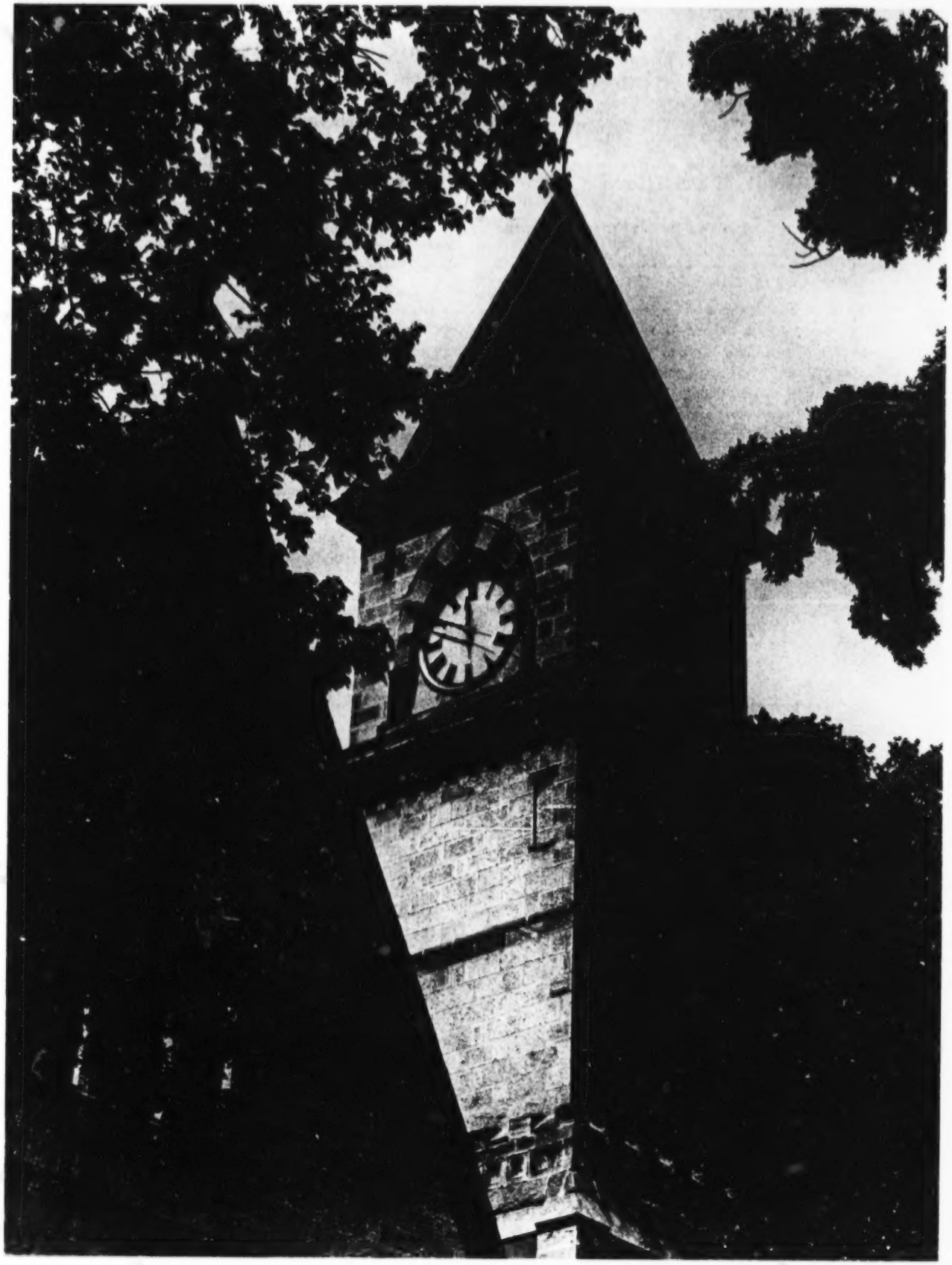
Perhaps whether the promise of the summer term will be realized will hinge on the caliber of summer term leadership.

As a microcosm of the entire university, the summer term requires on the part of its chief executive officer all the breadth and depth of expertise attendant to the complexity of the institution as a whole. Summer term administration is not a boot camp for a recruit. It demands extensive knowledge of the institution and a nice feel for its ethos; intestinal fortitude that can at one time come to grips with tight budgets; imagination that can at another time exploit the summer term's almost unlimited possibilities for experimentation in both substance and style; and aplomb to live at the leading edge of change.

Will a new generation of summer term administrator realize that his or her most priceless commodity is a creative, cooperative, resourceful faculty, and that his or her primary mission is simply to encourage, support, and facilitate that faculty—not to direct, for that is self-defeating; not to stick on red tape, for nothing is more debilitating; and not to whimper, for that destroys a morale fragile enough at best? Will he or she learn all the aspects of his or her enterprise and their relative values, both in relationship to each other and to the whole? Will his or her point of view have a 360-degree traverse? Will he or she appreciate fully his or her responsibilities toward reinforcing such internal emphases as teaching and research, as well as understand his or her obligation to be responsive to such external outlooks as public service? Will he or she match the demands of today against the traditions of yesterday and the potentials of tomorrow? Will he or she stand midway between the professor and the trustee, sharing the prejudices of neither and the good will of both? Will he or she bring to campus concerns the enthusiasm of the undergraduate and the loyalty of the alumnus? Will he or she seek both a diversity of activity and a university of thought? Will he or she have an ear cocked for the aspirations of clientele groups, and for phone calls from the business office?

Above all, will the summer term administrator see his or her institution as an integrated organism, with a spirit and a heart and a will that transcend the purposes of its separate parts; an institution that merits distinguished leadership to enter new frontiers of educational service and educational support as American life and American learning "proceed together toward broader lands and fairer days?"

The next hundred years will tell.



# *Reactions to the Schoenfeld Paper*

*John R. O'Fallon, Ellen Elms Notar, Thomas S. McLeroy, and John Schmidt*

## *John R. O'Fallon*

*Assistant Vice President for Advanced Studies and Director of the Summer Session, University of Notre Dame*

"Do you know where the Summer Session is on my list of priorities? At the very bottom!" Such were the opening remarks of a department chairman to the then new Director of the Summer Session at the University of Notre Dame. This statement greeted me at my very first stop on a round of visits to chairmen and deans after assuming the position of Director of the Summer Session. This chairman was agitated and almost openly hostile at the prospect of spending a few minutes discussing his department's involvement in the University's Summer Session. He was only partly mollified and clearly puzzled by my response of, "In your case, that is appropriate." My reply reflected the rather modest academic esteem in which his department was held, both inside and outside the University, and the resulting task of building the academic quality of his department, particularly at the graduate level, a task which I then felt would be furthered only slightly through active participation by his department in the summer session program.

But if the summer session can't contribute to the academic development of a lagging department, why is it there at all? Was the chairman correct in placing the summer session so low on his list of priorities? In our discussion it was clear that his primary concern was with the research activities of his department; which is, of course, only one part of the teaching, research, and service mission of a university. Certainly the academic reputation of a department is determined to a great extent by the accomplishments of its researchers and scholars. While research during the summer is very important—summer is the single best block of relatively uninterrupted time available—it is not impacted directly by summer session structure and administration as are teaching and service. If the formal structure of summer session vanished tomorrow, summer research would carry on relatively unperturbed (that is, of course, not true of summer session teaching). Realizing this, the chairman chose to ignore the summer session. His mistake was in assuming that the summer session had virtually no role to play in developing the academic quality of a department and in not understanding the nature of the summer contribution. The summer session plays its role, makes its contribution, adds its stimulation to the university, in a way that is similar to but different from the academic year programs.

Dean Schoenfeld, in his list of problems facing summer session administrators, mentions curricular offerings, faculty strength, and research activities along with several others. These three taken together provide the essence of the answer to the department chairman mentioned above. A strong curriculum, including courses at the advanced undergraduate and graduate levels, taught by senior professors, including at least some of the "name" professors, would provide additional incentive for advanced students and junior faculty to remain on campus during the summer. This combination of junior and senior faculty and advanced students on campus together during the summer would certainly contribute to a department's research effort. Unfortunately, such arrangements are all too rare.

Dean Schoenfeld has carefully and thoroughly listed the characteristics of the summer session as it evolved historically into the summer academic program that we are familiar with today. Several of these characteristics are unique to the summer session; some enable the university to better fulfill certain aspects of its mission and goals in teaching, research, and service. One of the most important characteristics is the academic and administrative flexibility typical of summer sessions. This flexibility is manifest in many ways: innovative courses (essentially serving as an educational laboratory), admissions policies which allow for the nontraditional student, academic calendars that serve the students and not merely adhere to tradition, to mention just a few.

Not all the unique characteristics contribute positively. For example, the requirement that summer session be self-supporting not only restricts the summer program, but also contributes to the perception that summer session is outside of the academic mainstream and contributes little to the university's academic quality.

After all, which of the mainstream academic units are required to pay their own way? Dean Schoenfeld's strong statements on this subject are right on target.

That some of these positive characteristics are present only in the summer session is indeed unfortunate, and it should be a goal of summer session deans and directors to transport them into the academic year wherever it is possible and appropriate for their institution.

Such movement will not be easily done, but in fact may be necessary to preserve these positive characteristics for academe. To see why this may be necessary, consider the case of a major research university that has reached the highly desired ideal goal of having a faculty consisting entirely of "world class" scholars whose research and scholarly efforts are fully funded by the various government and private agencies and foundations. Given the present academic calendar, the summer is one of the best times for faculty to pursue research and scholarship. Thus, if faculty are fully funded to pursue such activities, they will do so in the summer and, therefore, will not be available to teach during that time. The summer session as we know it today would not be possible at this ideal university. But most, if not all, research universities are working towards this ideal goal of full funding. There is, therefore, a dynamic tension between the achievement of such a goal and the summer session. The goal of full funding will be achieved by few but sought after by many, and the resulting tension with the summer session will be a continuing fact of life for summer session deans and directors.

As a university moves towards this ideal, increasing numbers of its faculty will approach being fully funded. That being the case, more of them will be asked and persuaded to teach in the summer. But since they are so well funded, they will request and be given time away from teaching during other parts of the academic year. Thus, one consequence of this dynamic tension, although certainly a long range one, will be to draw the academic year and summer terms together with a resulting blurring of the distinctions of each. Dean Schoenfeld notes this in his list of major trends.

A major pitfall that must be avoided is the loss of the positive unique characteristics of the summer session as the summer and the academic year terms move closer together. It is a desirable goal to move our universities into a mode of operation where full academic programs are offered year-round, but not at the expense of the many positive characteristics that are currently unique to the summer session. Rather, these desirable characteristics must be moved into the academic year as well.

There are, of course, negative aspects to this dynamic tension. It will tend to drive some faculty and administrators to view the summer session as an obstacle to the achievement of their academic goals. This places an additional burden on the summer session dean or director. Dean Schoenfeld's statement that "summer term administration is not a boot camp for a recruit" is a point to be well taken.

The deans and directors of summer sessions seek to have their summer programs fully accepted into the academic mainstreams of their institutions and not kept at or perceived to be at the periphery. This laudable goal is not furthered by excessive emphasis on the differences between summer session and academic year. Dean Schoenfeld has carefully presented the characteristics, problems, and future trends of the summer session as we understand it today. He presents a strong case demonstrating the maturity of the summer session as an institution. In view of this institutional maturity, as manifest by his lengthy list of summer session contributions to the university as a whole, perhaps a focus of our attention should be on ways to apply the best aspects of summer session in the academic year and vice versa, rather than continuing to emphasize the arguments justifying the existence of summer school. Apologies for the summer session are no longer needed. Incorporating the academic year into the summer session (some may want to say it the other way around), without losing those important aspects of the summer session that have contributed so much to our universities over the last 100 years, will certainly require the distinguished leadership and vision to see the university as a whole that Dean Schoenfeld calls for.

Consider the case of a department or college requesting expansion of their physical facilities. One question they should be required to address is the possibility of achieving their academic goals by expanding the breadth of their unit's activities in the summer. Society is presently not well attuned to the concept of comprehensive year-round educational programs, although that may be slowly changing. Summer session deans and directors should play a leading role in educating lawmakers, policy setters, other educational leaders, and the public-at-large to the advantages of expansion in time (into the summer) rather than expansion in space (into new facilities).

Such activities by summer session administrators might appear to be merely self-serving empire building, but a little reflection shows this not to be true. As Dean Schoenfeld points out, there is no such thing as a "first-semester dean"; correspondingly, if the academic year ever expands into the summer, the summer session dean would eventually vanish. Such a trend is closely related to the concept of decentralization, a mode of summer session administration which experience has shown does not work well. If this trend develops, it is imperative that the summer session dean continue in his or her role as a central administrator until the summer term reaches parity with the other academic terms.

It may be self-evident, but it is important that we do not lose sight of our real mission. It is not important whether the summer session as we know it continues to exist or develops into something quite different, whether it is self-supporting or not, or the detailed structure of its administration. What is important is that we correctly identify the needs of our students and the communities we serve and effectively marshal the resources of our universities to meet those needs within the context of academic responsibility. Dean Schoenfeld has provided us with a thoughtful set of guidelines, questions, and concerns cast in a proper historical perspective which will do us well as we move along that difficult road.

## *Ellen Elms Notar*

*Chief Education Officer for Academic Affairs, University of Wisconsin System*

It seems to me that no time of year on the Madison campus is more alive, more exciting, and filled with incredible vitality, than

summertime.

Recently I watched with some interest a video description of "Skunk Camp," a place where CEO's of major corporations go for one week. It is held on the beautiful Monterey coast where Tom Peters, co-author of *In Search of Excellence*, describes how necessary it is to go around the rules.

It seemed to me an excellent analogy to summer session. A time to try out the new, break out of old patterns, and experiment. Perhaps summer itself allows us to literally shed, not only clothes, but some of the cold winter ideas as well. Peters' philosophy is that although the corporation needs all its bureaucratic rules to remain a stable organization, it is the "skunks" who go around the rules at times to initiate the new, experiment, and are brave enough to take some chances and that is what makes an organization dynamic.

Now Peters may call these leaders and "idea people" skunks; I, however, am loath to use that particular term for my most respected colleagues—the summer session deans and faculty. Clay has referred to those among us who are less than enthusiastic to try out anything new. He views them as cave dwellers. Recently I heard the Harvard faculty described as the Cosa Nostra of academe; thus, I'm able to add several new descriptors to those I have always called our "reluctant dragons."

However, I find myself agreeing most enthusiastically with Clay's closing remarks. I, too, came to the University of Wisconsin-Madison during the summer. I, too, was involved in the direction and planning of a comprehensive program to be held the following summer. And I, too, didn't know what I didn't know.

I did know that I was fortunate to be working for three people who did know it all—John Palmer, Harland Samson, and Clay Schoenfeld. Now I would never call these leaders "skunks," but they taught me the importance of the rules and the structure and yet did not put fences around what I'm sure appeared to them to be—and often were—my naive ideas.

I found that indeed our most priceless commodity is the creative, cooperative, resourceful faculty. I found that deans knew their faculty and led me to just the people I needed to have work with the most priceless of all commodities—young minds. John Dewey once called these people "the inspirers—the teachers of soul life."

During the summer of 1981 some of our busiest, our most creative, our most brilliant faculty agreed to teach youngsters who were 8-11 years of age. These faculty did not have prior experience teaching elementary school children, but they were the inspirers and teachers of soul-life that Dewey talked about. Their enthusiasm, their love of their research was communicated to these children.

"College for Kids" won the North American Association of Summer Sessions award for innovative programming that summer of '81. This summer the Scientific Institute of Gdansk, Poland, is holding a "College for Kids" patterned on the UW-Madison model.

I learned a great deal that summer. Some of our most creative faculty are not interested in administration. Facilitation of, support and encouragement of that creativity, "harnessing," if you will, of that energy without tying the world up in red tape is the key. If, as an administrator, I wish faculty to take part in special programs I must recognize what he or she does best, circumnavigate the pitfalls of red tape, and allow full steam ahead. A mutual respect must exist. If that faculty person respects that and knows that is exactly what I do best—we have a team. Now Clay may be sure that no Ph.D. in Education Administration will ever be a dean of Letters and Science. I'm sure he is wrong. Things are a changing—administration is an *art!*

I do have some difficulties with Clay's military terms. So instead of Clay's military metaphor of the summer session as a "proving ground," I'm more inclined to see summer session as the harnessing of solar energy—bringing new life at a time of growth and light.

I'd like to close my response with a story about a great summer session administrator. It was 8:00 a.m. on a glorious Wisconsin morning. The first week of summer session was in progress. Thousands of students of all ages were flooding onto the campus. I pulled into Lot 60, the agreed-upon meeting place for all 250 children in College for Kids, just one of the many, many programs starting that week. As on any elementary school playground, the youngsters were absolute dynamos of energy—even at this early hour—running, throwing, singing, asking questions, pulling hair, and playing hide-'n'-seek. Amidst all this activity stood a familiar figure, Clay Schoenfeld. As I approached him, I said, "Clay, whatever possessed you to subject yourself to this scene so early in the day?" His response was "I wanted to see the kids and get a sense of what it feels to be with the really youngest of our students this summer."

As a new director of a new experimental program, it meant a great deal to me to know that not only was one of my bosses supportive financially and concept-wise, he was also interested enough to actually appear on the scene. He was right, as faculty and administrators we do need to continually remind ourselves why we are here . . . our students, our faculty, and growth.

Since education is a debt owed from present to future generations, I know that the harnessing of summer sessions solar energy will be carried on. When UW-Madison summer session celebrates its "Bicentennial" perhaps my great-grandchildren will be students, faculty, and administrators participating in summer sessions mind-activity.

## *Thomas S. McLeRoy*

*Dean, Continuing Education and Summer Sessions, University of Wisconsin-Whitewater*

Clay Schoenfeld, a gifted writer, gave to summer session administrators in 1967 a model for mirroring Summer Session programs. When his book *The American University in Summer* was published, it placed in writing and treated issues with which all summer session administrators were, and are still coping, at this time.

His presentation today is an updated compendium of these issues flavored with the experience and sensitivity of the past 20 years. Only a person who has been in the real world of summer session administration and who possesses the writing skills of a Clay Schoenfeld could have written such a comprehensive, sensitive overview of "summer on the university campus." Even the collective wisdom of an ad hoc committee charged with telling

the "summer story" could hardly have captured the scenario so effectively.

The summer term, while meeting the academic needs of a diverse student body, has become very pragmatic by integrating noncredit programming for nontraditional student populations ranging from the young through the Elderhostel age group. Thus my response to Clay's presentation will focus on three broad aspects of summer session: the academic program, the nontraditional program, and the summer session administrator.

### *The Academic Program*

Traditional higher education provides a qualified high school graduate an opportunity to pursue a baccalaureate degree in four years assuming a full load of courses each semester. This assumption is affected readily these days by the existence of undergraduate summer sessions in which a student's progress toward a degree can be accelerated, an individual's electives can be broadened, or a person's deficiencies in credits can be upgraded. Thus a well-rounded undergraduate offering is essential. In addition, graduate programs must be available to provide graduate students an opportunity to study year-round. Needless to say, research is and should be an on-going part of the academic environment—this means not just during the academic year.

While a philosophical and pragmatic basis can easily be made to support a summer session academic program, Clay Schoenfeld has certainly highlighted the pervasive summer session problems when it comes to implementing such a program. However, the students, the program, and the faculty are the main ingredients of any summer session offered. Ideally, the program should result from student need and the instruction should be provided by the most effective professor. Forecasting of enrollments in the summer session is uncertain at best and faculty summer appointments are based upon many variables—seniority, departmental summer employment rotation plans, pending retirements within the department, and other factors unique to a given department.

Course selection or budget allocation—which comes first? This, too, can often be a problem. Budget should follow program, and this can only be accomplished when offerings are proposed and prioritized from departmental levels, reviewed and prioritized by the dean of the college or division and ultimately acted upon by the summer session administrator in concert with appropriate advisory counsel. Another prevalent weakness in some summer sessions is the decentralization of the budget which then fails to provide major flexibility annually to take into consideration fluctuations in enrollment trends. Decentralization of budget allows program to follow budget.

### *The Nontraditional Program*

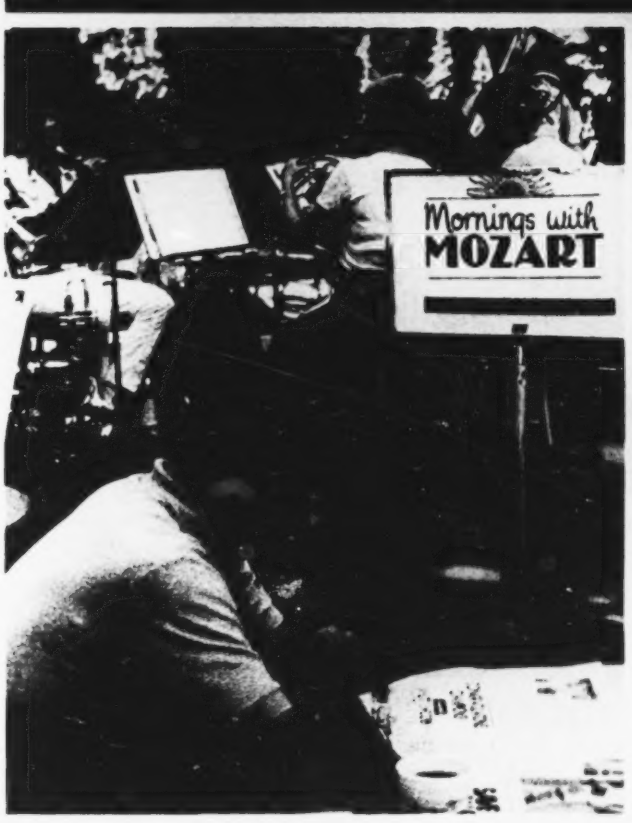
The University of Wisconsin, as a forerunner of nontraditional education in the United States, still is recognized for its initial commitment under President Van Hise shortly after the turn of the century. That commitment continues today under the leadership of Continuing Education Chancellor Patrick Boyle, in concert with all chancellors of the University System. The Wisconsin Idea supports this commitment with a most effective slogan: "The boundaries of the state are the boundaries of the university." Nontraditional summer programs actually predate even the Wisconsin Idea here at the University of Wisconsin. The summer term lends itself to the offering of nontraditional programs because of the availability of potential students during that time frame, such as public and private school teachers, and the availability of a physical plant to be more effectively and efficiently utilized year-round.

A campus can enhance its operations through a large offering of summer nontraditional noncredit workshops, institutes, conferences, camps and other programs. This in turn helps offset residence hall costs during the academic year through greater utilization of residence halls in the summer. It brings additional revenue to the campus from the food service and it also aids when fees are received from facility usage. These programs, through careful planning and management can enhance the University during the low enrollment period of the year—summer.

### *The Summer Session Administrator*

I agree with Clay Schoenfeld that the summer session administrator tends to be a strange breed of campus cat. While not having faculty per se, there is fiscal responsibility for personnel. While not having curriculum authority, there is a responsibility for offering an adequate program. While not being in the Information Services Office, there is responsibility for brochure design and promotion. While not being an academic dean, authority with the academic deans is essential. There is always a debate on campus and a real concern among summer session administrators at professional meetings about this often discussed issue of whether any campus administrator should carry the title of summer session dean or director. There is also a question among faculty as to what this person does throughout the year. Of course, on a large campus, this is less of an issue.

Many smaller campuses have expanded the role of the summer session administrator to include that of continuing education or the role of the continuing education administrator to include that of summer session. In fact, of the eleven nondoctoral campuses in the University of Wisconsin System, seven have done just that. This has been a good marriage. With summer programs embracing more and more nontraditional noncredit activities, the expertise of a continuing education administrator is a natural. The merging of these responsibilities consolidates the leadership for the development of year-round nontraditional programming. The planning, budgeting, promoting, and implementing of noncredit programs and activities parallels and blends well with the operation of a viable summer program. As a summer session administrator of 16 years at the university level and four years at the secondary level, I am convinced that no viable summer session program meeting diverse student needs and fully utilizing all campus facilities in both traditional and nontraditional programs exists today without having an administrator of vision, creativity, commitment, and leadership with a sprinkling of authority. The summer session administrator needs to be sensitive to student needs but does not need student visibility. The summer session administrator does need credit program budgetary and program/course offering authority, but does not need to be bossy. The summer session administrator does need total campus summer noncredit activity coordination responsibility, but does not need to be powerful. The summer session administrator does need to



encourage, support, and facilitate faculty, but does not need to direct them. The summer session needs an administrator but does not need a figurehead. Finally, Clay, this summer sessions administrator needs to thank you for your leadership in summer session both here at the University of Wisconsin and professionally throughout the United States.

## *John Schmidt*

*Dean of General Extension, University of Wisconsin*

We really need to think about and develop some comprehensive strategies in dealing with the fiscal issue and the level of self support. Summer Sessions, as you all know, are what I would call much more price-sensitive. That is, the cost of going to the Summer Session is borne in a much higher proportion by the student than other times of the year. The reduced availability of financial aid and other ways of supporting the student means that the student has to bear the majority of the costs. Therefore, the pricing structure that we use in Summer Sessions is much more price-sensitive.

I think we begin to see the impact of that because as you look at data nationally we are discovering that the load of the Summer Session in terms of the number of credit hours students are taking is going down. Head count may be staying fairly constant, loads are going down. I would suggest the reason for this situation is the cost per credit hour that the student has to pay.

That then immediately begins to place enormous pressure on the Summer Session Director in terms of, "How am I going to generate additional dollars?" I think we sometimes get ourselves involved in activities which we maybe really have some question about, or expansion in activities, sometimes noncredit, which might be used to help potentially subsidize credit programs, that may be at the periphery of what the mission of the institution really ought to be about. I think there's going to be enormous pressure placed on a lot of Summer Session directors along that particular line.

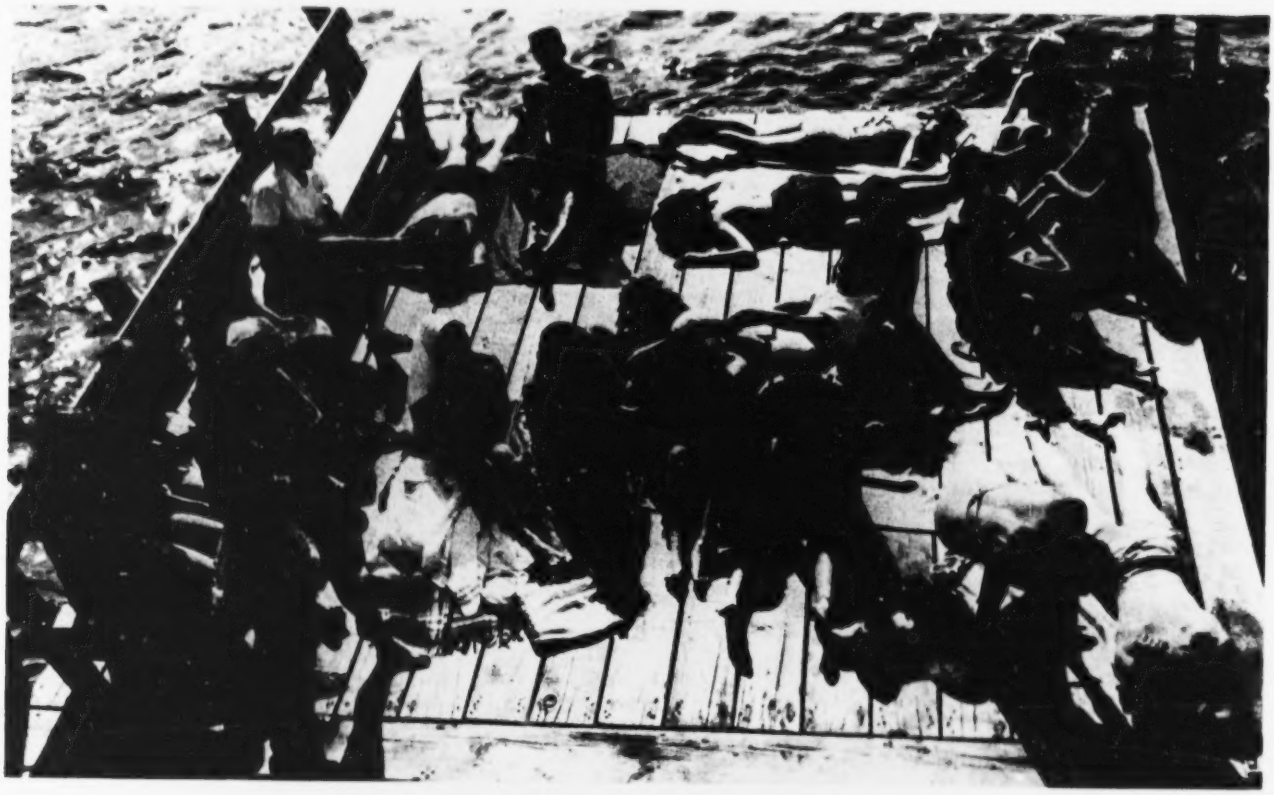
So I think the issue of making the Summer Session part of the whole does get us into the financial mechanism of what the Summer Session is and how it is funded. I see a scenario potentially coming where if there are, for example, state dollars supporting the Summer Session, and there are increasing pressures in terms of budget shortfalls during the remainder of the academic year, summer session funds may be diverted into the regular academic year. We have a very clear concept of what the mission is during the regular academic year, but we don't necessarily for the Summer Session, and I think it gets to one of the comments that Clay made. That is, we have to develop a mission: What is it that we stand for, and where does it stand within the institutional priorities, becomes very critical in terms of the funding kinds of issues and pressures.

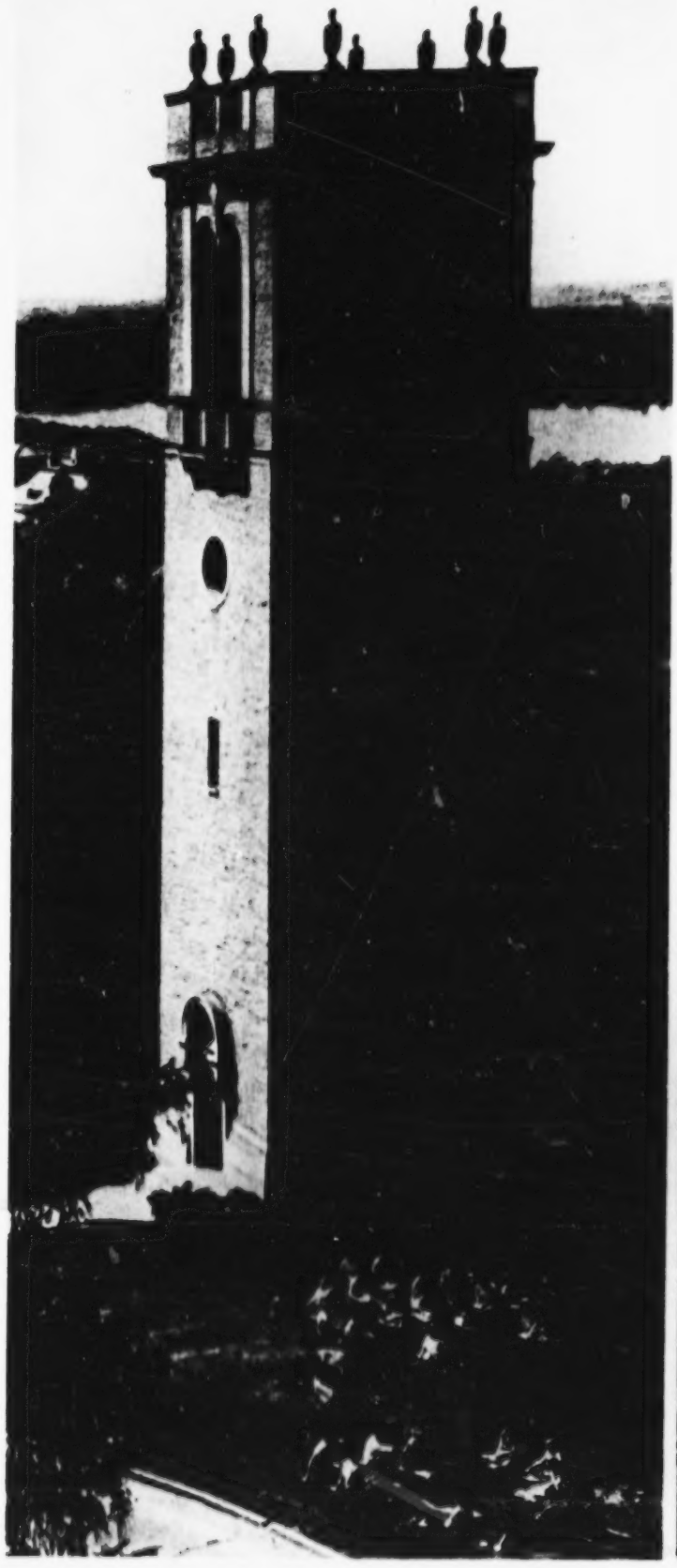
I'm particularly concerned about private colleges. Some of you know that I did a paper about three years ago at New Orleans that traced out the seven years of the joint statistical report. It began to show some ominous trends for privates in the cost structure in particular, and the enormous pressure that the privates were under in terms of generation of revenue and in particular the generation of revenue in the Summer Session. It began to tick off, at least in my mind, a whole series of kind of interesting questions, some of which relate to the social philosophy and the social obligation of both public and private institutions in serving minority groups in the summer.

Are we getting ourselves caught into a Summer Session in which we are basically targeting programs for only those who have the ability to pay? One of the raps against continuing education is that in some ways it is the most elitist activity in higher education today because of its pricing structure. Because of its funding mechanisms those who have the ability to pay are those who get the continuing education, and those tend to be individuals who already have the education. And we get a very vicious circle.

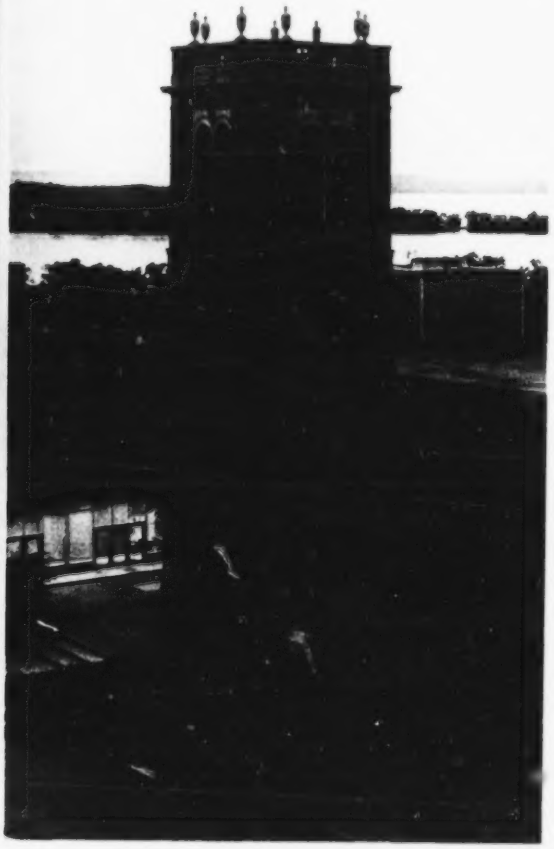
The data in my paper showed that special and minority students were beginning to drop in participation in the summer, particularly in terms of the private colleges. It bothers me, and we're caught you see, in terms of the whole issue of self support, funding levels, what is the mission—what we ought to be doing in the Summer Session and our own responsibility. I think Clay's comments give us much food for thought in relationship to what we should be doing and thinking about in the future. That gets us involved in some very fundamental questions regarding the purpose of the Summer Session, the mission of the Summer Session, public policy issues regarding the funding of education. I think we have to be active in addressing those kinds of questions. I don't think we can look at other people in the university to do that for us.

*Memorial Union Terrace and the Lake Mendota piers were popular relaxing spots for these summer students in the late 40s and early 50s, just as they are to the students of today.*





*The Carillon Tower, before and after the Social Sciences Building was constructed in the 1960s, has for over 50 years provided summer students with recitals and tours.*



*Since the first Summer Music Clinics in 1929, approximately 65,000 students have attended the Summer Music Clinics, including these girls on campus for the program in the 1950s.*

*By 1966, 63 percent, or more than 20,000, of those students on the University of Wisconsin campus in summer were attending short institutes, conferences, and workshop sessions.*

*Some 1960s summer students enjoy a break between classes at Muir Knoll, a natural botanical laboratory with a splendid view of Lake Mendota.*

*In the early 1970s, summer session special students became year-round special students, and students' attire became "casual."*

*By 1976, the lower portion of the new State Street Mall was completed in time for the nation's 200th birthday celebration, and the Summer Sessions Office coordinated a one-day Bicentennial Festival.*

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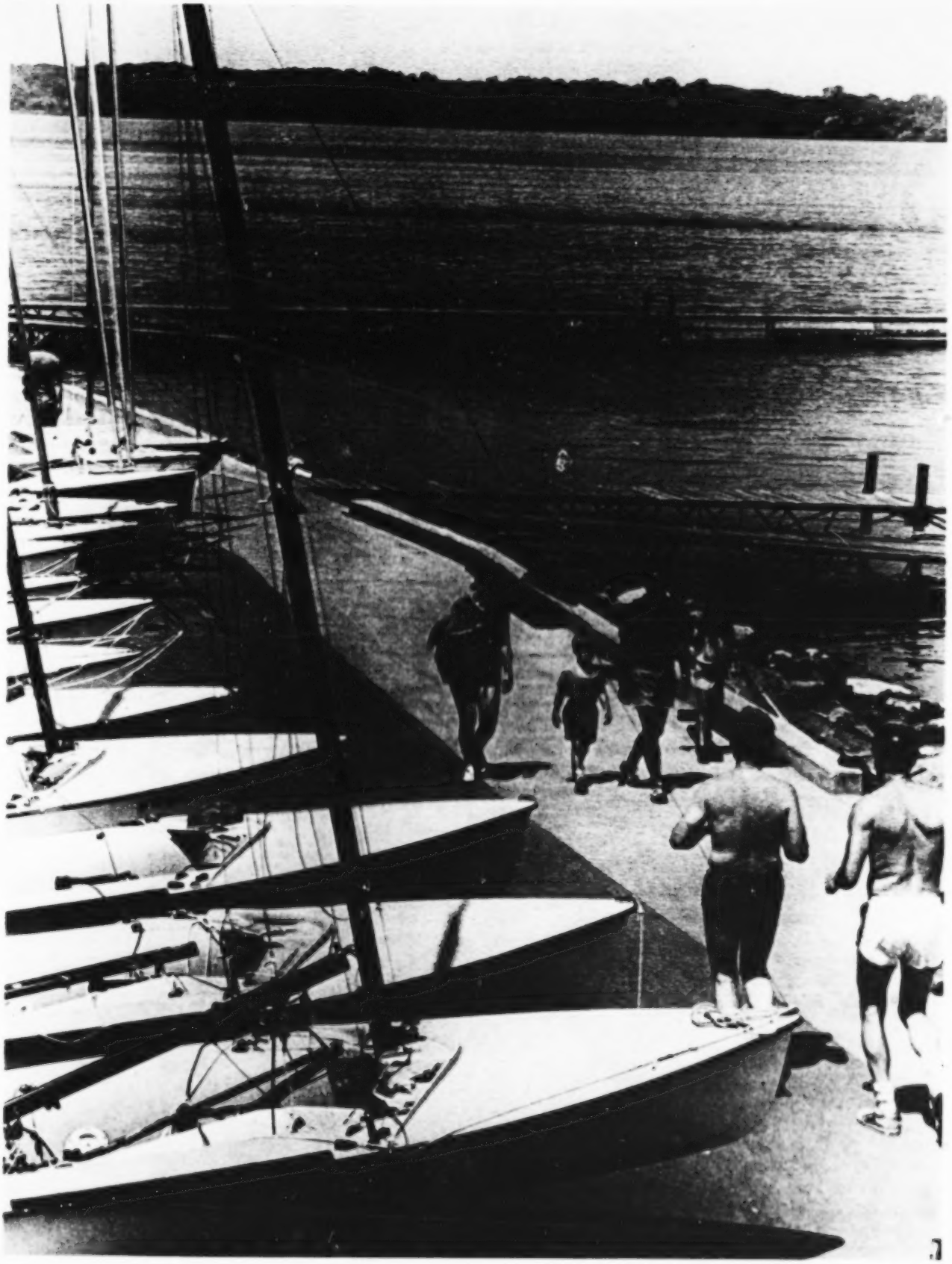


# *Summer Education in the Future*

*Harland Samson*
*Dean of Summer Sessions and Inter-College Programs*

One of the consistent ingredients in summer education since programs began in colleges and universities approximately 100 years ago is change. Changes in programming, institutional policies, administrative procedures, and operating practices have occurred in response to societal and institutional evolution. As the needs of university and college clientele have changed, as new knowledge from research and interpretations by scholars have come forth, the summer educational programs have been adjusted and modified. The process has been continuous. The expectation is that the process of change will continue into the decades ahead. What will higher education summer programming be like in five, ten, twenty or more years in the future? What changes are anticipated? What things are going on in higher education that might affect the summer operation? What should be receiving the attention of summer session administrators who are planning for the future?

In conjunction with the conference "Education in the Summer," held to commemorate 100 years of Summer Sessions at the University of Wisconsin-Madison, three knowledgeable and experienced higher education administrators were asked to share their perceptions of the future of education in the summer.[1] In addition, two college summer session deans were asked to serve as a listening team and to summarize the key points stressed by these administrators.[2] The purpose of this paper is to synthesize and integrate the perceptions and concerns of these conference resource persons and to present, at least from this point in time, the concerns, issues, and priorities that should be addressed by those responsible for summer sessions in higher education institutions in the coming decades.

Throughout the "Education in the Summer" conference there was, among both presenters and audience, a high degree of consensus on certain perceptions, concerns, and issues. It was also evident, as is well known to summer session administrators, the factors and components of summer session are complex, multifaceted, constantly shifting, and often related to institutional political vagaries. Thus, it is not unusual for a summer dean or director to say, "Well in general that is true, however at my institution . . ." It is hoped that the comments in this paper will cause readers to reflect on the observations and comments in light of their own perceptions of higher education and the status of summer sessions within their own university or college.

The six areas of concern most frequently addressed at the conference were: mission and goals of higher education summer sessions; administration and governance of summer sessions; delivery of instruction in the summer period; innovation and experimentation in summer instruction; relationship of summer session to the academic year; and the role of the summer dean.

A discussion of each of these six areas is followed by a set of suggested priorities for the decades ahead.

## *Mission and Goals of Higher Education Summer Sessions*

The mission of summer sessions in higher education can, should, and will vary from institution to institution. The mission of summer programming in an institution is very much a reflection of what that institution values and considers important. Within the larger institutions of higher education it often is the case that the individual schools and colleges have somewhat differing views on what their summer programming is intended to accomplish. This diversity of purpose can be tolerated but it is essential that everyone know the collective summer term mission and goals of the institution. Shanahan put this in terms of students' needs as well as the academic year when she stated, "I think what is important is that the institution as a whole has taken a clear look at its fall and spring term and also has taken a look at the summer sessions and how that summer session can best serve the students of that university and the students of the area. . . ."

Dean Palmer pointed out that the mission of summer sessions is changing. "Since 1966 obviously the summer session (involvement) has been increasing for everyone—especially for undergraduates—rather than just for the returning school teacher or

other school personnel. . . . Going to college used to mean the four years after high school, nine months each year, and the summers were for making some money or, for a very few perhaps, for play. Now going to college is any time over many years in many time segments and formats. I don't see any way that's going to change—it's going to be more that way."

While the needs of students tend to be the predominate reason for summer sessions, there are other and perhaps more subtle, compelling reasons for the existence of summer sessions in higher education. Miller points out that one of the reasons for the continuation of summer sessions in higher education is plant utilization. "Legislators . . . want to see our campuses full, if not crowded, to prove that all those millions of square feet (of space they funded) were really necessary. So the summer session helps meet that need, and summer session will continue." Miller also noted that for many institutions "the major force to continue the summer session is the opportunity for faculty to earn extra income. In the 1984 Summer Sessions Association Joint Statistical Report 126 public four-year institutions responded they had hired 18,015 full-time equivalent faculty and 96 percent of those people were paid at equal or greater rates to the salaries they were paid in the regular year."

One measure of a summer session is how well it fits into the values and priorities of the regular year. Dean John O'Fallon felt that summer sessions should contribute to academic quality and to the academic efforts of the departments, schools, and colleges.

Therefore, while the summer term is essential to a university, the mission and goals need to be viewed realistically. The summer period remains an essential time for faculty to develop the research and scholarly work necessary for survival in higher education. Instruction in the summer has not been and will not be in the future a central activity of universities. As Dean Miller pointed out, teaching and instruction are not the major efforts of a faculty—research and scholarly writing will remain the number one priority.

Thus, the purposes of the summer session need to be recognized for what they are, whether they are to meet the expanding needs of students, utilization of the institutional facilities, providing additional income for faculty, or any variation of these or other purposes. As summarized by Dean Sledge, "each institution needs to have clearly defined goals. This would be true relative to summer sessions as well as to the academic year. . . . Being clearly defined in what one wants to accomplish obviously is a very vital part of whether or not one can determine how to reach the goals that are being set forth."

### *Administration and Governance of Summer Sessions*

The structure of administration and the loci of decision-making relative to summer sessions may be in the process of more than usual change. The move toward improvement of higher education, coupled with the success of summer sessions, have caused many administrators to reassess the structure used for the management of summer session. As might be expected, among summer session administrators there are vigorous supporters for one type of administration or another. The general categories usually are described as centralized, semi-centralized, or decentralized. Ms. Shanahan states, "I think there are as many advantages in each of these types of administration of the Summer Session as there are disadvantages. It depends a lot on the circumstances that are going on in the University at any given time." She further states, "If that's (mission and goals) clearly defined I think that the administration in the summer sessions can work in a variety of ways and it can be in a variety of forms. . . . Administration . . . in the future . . . would not be necessarily a certain type, but instead would be in the type of administration that would still maintain the unique qualities of the summer term yet meet the aspirations and goals of the university or college." Whatever the form of administration, one admonition is made. Don't make it complicated or tie it up with bureaucratic red tape.

Two observations regarding the faculty in summer administration and governance were stressed. First, most faculty have little idea of the planning, funding, promotion, general program building, and assessment process that is used in the summer sessions. Perhaps there is no reason they should, but their insights into the many dimensions of developing the summer programs might be useful. The second observation is that faculty are the key to successful summer education programs. The vitality and the synergism of summer comes from the enthusiasm, drive, and innovation of faculty. And they must be involved to have ownership in what is happening. Dean Sledge in his remarks noted, "There needs to be ownership within the schools and colleges. The success of summer sessions, the success of an academic year, really gets down to the basic faculty and whether or not they're delivering the goods to the people in the way in which they need to have it delivered."

There is some expectation that the conditions of faculty employment may change in the coming years. Dean Palmer tempered his projection with some realism. "I would expect the conditions of employment for university faculty to change, at least for some faculty to change. In a School of Education, for example, all those people that are involved in teacher education or offering courses that are related to staff development of any kind of school personnel might well be employed on an annual basis as opposed to academic year and have their vacation time or research time or whatever occur throughout the calendar year for various individuals, rather than have it always occur in the summer. Indeed, the concept of the academic year might become archaic, although few groups seem to be as bound by the past as our university faculty."

It would appear that if there is to be unity of effort in the summer work of a university, the summer planning and instruction must involve, to a great degree, the regular faculty of the institution. The consistency of mission, the integration of curriculum, and the ownership of the summer endeavor cannot be well developed without the participation of regular faculty.

Another essential ingredient in the successful administration and governance of the summer sessions is a dean or director who has been given the specific responsibility for the operation. The work of the summer administrator is unique. Dean Miller noted, "He or she works with many of the deans, cuts across college lines, and across campus lines in my case, and is campus-wide at least in his or her perspective." In many ways the summer operation serves as the public voice of the university through its public

information efforts and its attempt to be responsive to the needs of potential clientele. It also serves to integrate the instruction, gain commitments from the various deans, and involves deans in the planning and budgeting for summer. Miller also notes, "The summer session cannot and should not continue to exist . . . as a separate entity far off from integrated planning of the whole educational enterprise, at least the instructional enterprise, of the institution. It's important that the summer session director take that role and seriously consider what options there might be to that separateness and work on ways in which those programs can be planned and coordinated jointly with the deans and directors of other programs in the institutions."

Thus, it seems that summer session is essential to higher education, that faculty area at the core of meaningful and substantive programs, and the dean is the catalytic agent that makes sure programs operate as an integral part of the institution.

### *Delivery of Instruction in the Summer Period*

Delivery of instruction in the summer period has always varied from the academic year if for no other reason than the shortened time frame within which instruction takes place. Summer courses most often have been presented in intensive or multiple period formats. Some have been components or modules of regular year courses, the laboratory experience in some cases has been changed to accommodate the different interests of summer clientele, and some make extensive use of electronic instructional media. In retrospect, the summer period has utilized many variations in instructional delivery. Many of these summer experiences with instructional delivery have now infiltrated into the regular year and, as noted by several of the speakers, the regular year is becoming more like the summer session. Likewise, the summer, through its increasing breadth of offerings in response to the needs of students to make progress toward degree requirements, is becoming more like the academic year. Dean Palmer noted that this may be desirable, "the regular academic year is taking on more of the character of the summer with regard to format and systems of delivery. This will mean short sessions throughout the year, more courses designed for special groups, more response by the university to the students rather than the traditional situation of students who are adjusting their needs to what the university decides to offer. I can't see that as a bad trend." For those who have assessed the needs of summer students, it is obvious that for some students it is just as hard to come on a daily basis during the summer as it is during the year. Summer schedules need to offer extended day and weekly classes just as much as during the other terms.

Dean Palmer also expressed concern about the conduct of education today. "It concerns what I see as essentially the primitive character of education as we now practice it. In light of the technology that's now available, or which will soon be available, we could, we probably won't but we could, construct very different summer sessions than we now have. Must we bring people together for them to learn? What do we lose or gain by not doing it or by doing it? How do we decide what to teach or what experiences to provide our potential students?"

The concerns about delivery of instruction extend beyond schedules and teaching technology. Questions are being raised about the nature and quality of instruction in these emerging formats. What types of learning lend themselves to the shorter and more intensive sessions? Do daily lectures and laboratories give students adequate time for reflection and synthesis of information? Do professors hold to the same course performance requirements in the shorter sessions? Do students utilize supplementary resources at the same rate? These and other questions are of concern and could become the grist for some challenging research.

### *Innovation and Experimentation in Summer Instruction*

The beginning of summer sessions at the University of Wisconsin, and many others as well, was with an experimental effort in response to a perceived need of clientele for information or additional education. The experimental nature of summer sessions continues and remains one of its significant characteristics. Ms. Shanahan feels that "the summer term should continue in the future to provide this opportunity for experimentation for the regular curriculum, not only in calendar but in programming." Dean Sledge, however, feels that some care needs to be observed in innovation and experimentation; "I would suggest to you that we really need to be rather profound in trying to think through things that need to be experimented about—not just schedules in a sense of how long a particular session will be, those kinds of things—but I think some more fundamental aspects relative to how the educational process itself is affected in terms of various learning modes, etc."

Looking to the future Dean Palmer sees the potential for significant change, "I am certain that the summer session in the year 2005 could be fundamentally different—not just different, but fundamentally different—than it is now. The odds are probably that it won't be because, as I have said, the kind of institutions that we are a part of are not noted for their eagerness to change. But I do think that it could be changed in a very fundamental way and with profit for us all. Unfortunately, schooling and even schooling at the advanced levels seems to many students now to be alien to their experience—something they must do, but something that is clearly separate from the rest of their lives. This is most obvious with children, because there are many of them who now see little or no relationship between what takes place in school and the rest of their daily existence. Perhaps, just perhaps, in the special circumstances of the summer session we could try things that would bring schooling back into the total context of the lives of the educators who engage in it."

### *Relationship of Summer Session to the Academic Year*

There is little disagreement that the differential between summer and the regular terms is diminishing. Dean Svarstad noted that while this is being viewed positively by most, some summer administrators may feel some tension in this shifting and integration. Their fear may be that the uniqueness, mission, and even they themselves, may become lost in this shuffle. Director Shanahan, also seeing a growing integration of summer with the regular

year, stated, "it is terribly important that the summer sessions blend with the regular year without losing its identity." She also feels that the variety of unique features of summer can be maintained "if the goals of the summer sessions and the regular school year are clearly defined by the administration, and that it's an all university effort to make this particular part (the summer session) of the university work well."

Dean Palmer pointed out other dimensions of summer that have been different from the regular year in the past, "we need, it seems to me, to recognize that the summer session has had and will continue to have a substantial impact on the traditional academic year in terms of programs and policies. To this point, the planning for the summer session and the budgeting for it have been viewed as very different than the planning and the budgeting for the regular academic year, at least on this campus. It seems to me that increasingly these sorts of differences will disappear and the university year will simply be a twelve-month year. There will, of course, still be some special characteristics of summer months activities in certain of the schools and colleges because of the nature of the clientele, but I think these will be less significant in the years ahead than they've been in the past."

One of the significant reasons for moving the summer term more closely to the academic pattern of the regular term is the growing number of regular year students continuing in the summer. A combination of increasing requirements for the undergraduate degree in many majors and student interest in completing their degrees in a shorter period of time makes summer attendance attractive for many. While recognizing summer course work is frequently taken by students Dean Miller feels that undergraduates do not accept summer sessions as an integral part of their programs and is not central to their needs. Thus it would appear that even with a merging of summer and regular year there is need for the summer to be particularly alert to the needs of special clientele who can best pursue their educational needs during the summer period or in formats best adapted to the summer period.

## *Role of Summer Dean*

If the summer sessions of the future are to be more carefully coordinated with the academic year, sensitive to the needs of continuing students as well as external clientele, offer programs balanced among the schools and colleges of the university, serve as a collective voice for the university on special programs, serve as a university conscience in matters of academic delivery and quality, stimulate innovation and experimentation in both format and curriculum, and provide a host of other facilitating services including overall planning and budget management, the presence of a summer sessions administrator and supporting staff becomes essential. Dean Miller summarized this need as follows: "We will need in that context a summer session office to coordinate the program between the colleges and to keep money moving from the wealthy haves to the not-so-wealthy have-not colleges and programs, and to market those offerings to the community at large. And I hope we'll need summer session directors and deans to provide leadership as educational statespeople, to provide leadership in sharing resources and control with other deans, to have a vision of where the institution should be going, and to speak for the students that we serve—the regular students and the irregular ones."

Matters of budget, legislation, and actions of Regents or Boards of Education were not addressed by these resource people. As Dean Sledge observed, "I didn't really hear as much as I would have liked to have heard . . . about some of the legislative impacts on summer session which might even alter missions of institutions or in particular might have some impact on summer session, nor the role of Boards of Regents for example, and particularly the budgetary constraint element. And I think it would suggest, too, that in a question form, who should be addressing these kinds of questions and how will they be handled?"

Lacking any specific policy to the contrary, it seems that these matters also should be included in the realm of concern for summer administrators, perhaps not for their direct action, but certainly as part of their long-range planning and an element in whatever strategies they select for fulfilling their responsibilities.

## *Summary*

There are numerous concerns being faced by those involved with summer sessions administration. Significant issues also face the summer term operation including its relationship with the regular year efforts. There is an expectation of fundamental changes in not only summer instruction but in all of education in the decades ahead.

A listing of items that should receive the attention of those responsible for summer sessions in higher education in the decades ahead would include the following:

1. The mission of the summer period should be developed and clearly stated for each institution of higher education.
2. Clearly defined goals for both the short and long term operation of summer session need to be developed by each institution.
3. Faculty members should play a central role in the planning, goals, curriculum, and delivery of summer session.
4. A summer session dean or director or other specifically designated administrator should be assigned the responsibility for the planning, development, coordination, and delivery of both traditional and innovative summer offerings.
5. Closer coordination between the summer and the regular year academic offerings as well as research and public service efforts by faculty needs to be facilitated.
6. Research efforts need to be initiated on nature and quality of instructional delivery and promising options to traditional summer session instructional methodology.
7. Continuous assessment needs to be made of the nature and needs of special summer session clientele as well as the needs of the continuing student.
8. Innovation and experimentation in summer session offerings should be continued as an expected part of

summer instruction.

9. Budgetary matters, both for the funding of the summer session and scholarship and loan options for summer students, should be given special attention by summer administrators in the years immediately ahead.
10. While administrative form may be of minor consequence, it is important that the unique characteristics of summer sessions be maintained in future years.
11. Some truly fundamental changes are expected in summer sessions in the next twenty years, but whatever these changes might be summer session is expected to continue as a clearly identifiable component of higher education.

Despite this rather formidable array of matters facing summer sessions administration, the resource people and discussants at this conference see a bright future for summer programming in institutions of higher education. While few persons were willing to extend forecasts much beyond twenty years, their knowledgeable projections suggest an exciting and challenging future for summer sessions in higher education.

## *Notes*

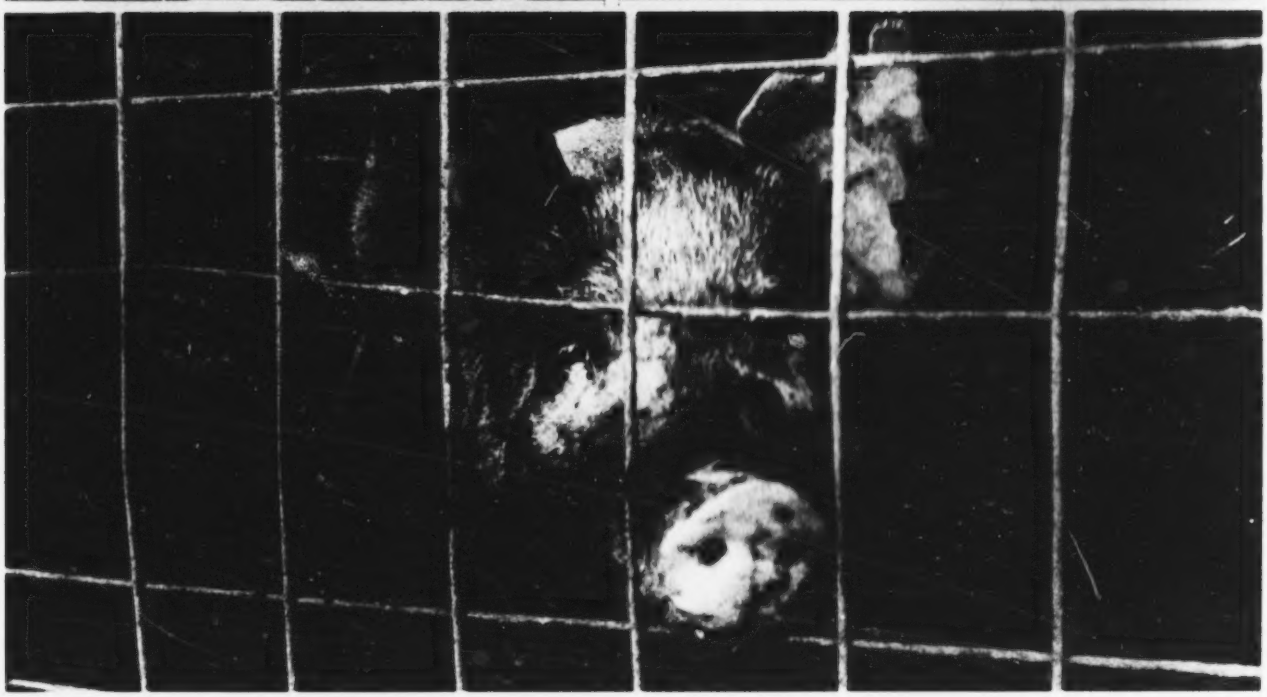
1. Dr. Harold Miller, Dean and Professor, Continuing Education and Extension, University of Minnesota, Minneapolis; Dr. John R. Palmer, Dean, School of Education, University of Wisconsin–Madison; and Ms. Jean Shanahan, Director of Admissions, University of Wisconsin–Milwaukee.
2. Dr. George Sledge, Associate Dean, College of Agricultural and Life Sciences, Associate Director of Academic Student Affairs, and Professor of Continuing and Vocational Education, University of Wisconsin–Madison; and Dr. Bonnie Svarstad, Associate Dean, School of Pharmacy, Associate Professor of Pharmacy, University of Wisconsin–Madison.
3. The presentations and discussions of the above resource persons were tape recorded and the quotations reported in this paper are from these audio tapes. Any misquotation or misinterpretation of their comments rests with the author of the paper.

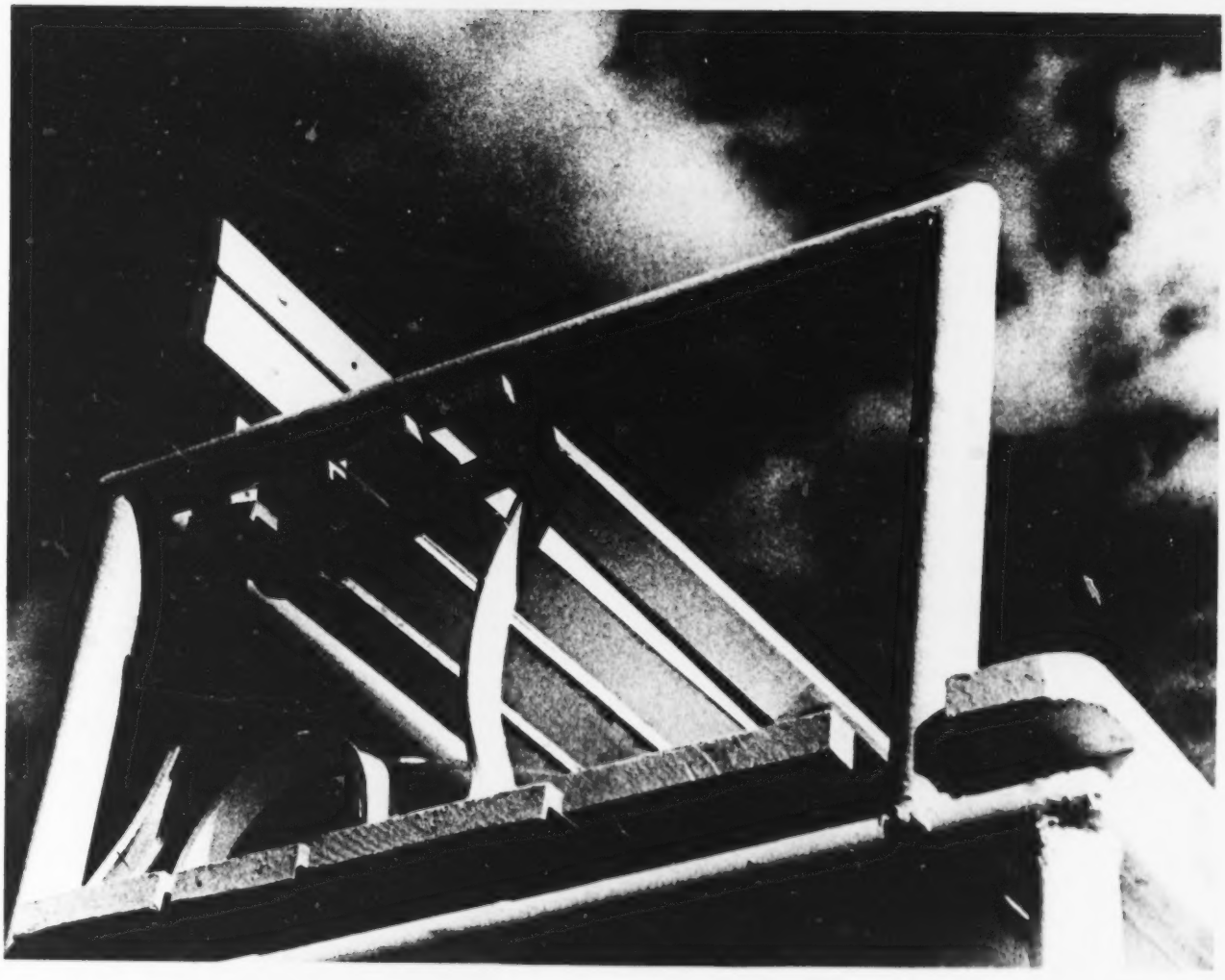
*Innovation in programming and scheduling marked Summer Sessions entry into the 1980s, with program additions like Computer Fest, College for Kids, Elderhostel, the Summer Opportunity Programs for Minority/Disadvantaged Students, and the 4/3 Day Week.*

*Research, like teaching and public service, is an integral part of the summer term.*

*Biking continues to be a quick and inexpensive way for summer students to get around the campus.*

*This sampling of summer reflections was done by 1985 summer photography students participating in the Centennial Photo Contest, one of many activities held in recognition of the UW Summer Session 100th anniversary.*





# Appendix

## Summer Highlights of Schools and Colleges over 100 Years at UW–Madison

### College of Agricultural and Life Sciences (CALS)

Professor and Dean William Henry taught a course, "Elements of Agriculture," in the 1907 Summer Session. It was an experiment—offering agriculture instruction for public school teachers. Although it attracted 20 enthusiastic students and was considered a success, when it was repeated the following year it drew only 12 students.

The demand for well-trained agriculture instructors exceeded the supply, however, and the next few years illustrated an obvious and pressing need for more extensive offerings. The College responded in 1910 by offering 12 courses, spanning seven departments. From 59 enrollees the first year, the program expanded rapidly, showing a 70 percent increase in the next two years, and a 129 percent increase from 1912–1914.

Up until the late 1960s, the CALS' summer curriculum emphasized production, and the average student was male and from a small farm background. The past 15 years have seen a dramatic shift to a more comprehensive curriculum (incorporating many natural and social science areas) and a student population now compromised of 40 percent women and more than 50 percent from urban backgrounds.

Two new directions in 1974 have become trademarks of the CALS' summer curriculum. Several program areas found the Three-Week Inter-Session (instituted the previous year and now known as the Three-Week Early Session) an ideal format for many concentrated field study courses. And a coordinative internship program (offering undergrads experiential learning opportunities in all departments) was established and has grown to serve more than 200 students each summer.

### School of Business

Business courses were first offered in the summer of 1900 under the Department of Economics and Sociology of the College of Letters and Science (L&S). By 1937, the Summer Session offerings included courses in five areas—accounting, business administration, finance, public utilities, and statistics—and were operating under the L&S Department of Commerce.

By the summer of 1945, the School of Commerce was separated from the College of Letters and Science and had expanded its offerings into the areas of insurance, foreign trade, marketing, and the teaching of commercial subjects. Renamed the School of Business in 1967, Summer Session offerings numbered more than 50, with nearly 400 students enrolled.

In 1984, with summer enrollment approaching 1,000 and nearly 100 course offerings, a concentrated effort was instituted to use the Summer Sessions to help relieve so-called "bottleneck courses" (i.e. those pre-business courses required for admittance to the School of Business).

### School of Education

John Stearns, University of Wisconsin professor of pedagogy and psychology and head of the State Teacher's Association, announced in his March 1887 *Wisconsin Journal of Education* that the Association would sponsor a four-week Wisconsin Summer School for Teachers at the University. From five faculty members and 45 students that summer, the School grew to 23 faculty and 221 students by 1898, increasingly attracting and accommodating both teachers and degree-seeking students.

Provision for a new UW Summer Session the following year created a dual system which was officially merged in 1903. After the merger the Department of Education, operating under the College of Letters and Science, experienced steady growth and entered the 1920s with more than 2,000 summer students. The School of Education became a separate administrative unit in 1930.

A new University High School began providing on-campus teacher training in the summer of 1923. Similar opportunities were made available to teachers and administrators of children from nursery school through sixth grade with the establishment of the Wisconsin Summer Laboratory School in 1935.

The present departmental structure replaced that of the old Department of Education in the period from 1962–64. New programs of study such as special education, rehabilitation counseling, dance, and adult and continuing education were introduced in response to changing needs of schools and society. In recent years this pattern has continued with programs such as College for Kids extending to youth as well as adults.

### College of Engineering

A Summer School for Artisans and Apprentices was first offered in 1901 for the benefit of machinists, carpenters, metal workers, shop foremen and supervisors, etc., as well as regular engineering students who preferred to defer their shopwork to the summer period. By 1907, the number of nonartisans who desired advanced laboratory work was increasing, and it was deemed time to include the essential parts of that work in the Summer Session, enabling better service to both groups.

The 1908 catalog listed an extensive College offering of over 40 courses in seven areas plus shopwork. A total of 233 enrolled, with approximately 95 registered for shopwork and a survey course. The following year, the Civil Engineering Department initiated a four-week summer surveying camp at Portage, Wisconsin. The summer camp was moved to Devil's Lake in 1911, and was expanded to a six-week camp in 1922. It was relocated at Taylor Lake in the early 1950s, where it remained until its termination in the early 1970s.

During World War II the College operated an accelerated year-round program in which students could complete the full four-year engineering curriculum in two years and nine months, in order to provide an uninterrupted supply of young engineering grads for the U.S. Navy's V-12 program.

Since World War II a required unit operations course has been offered by the Chemical Engineering Department in a five-week session each summer. And most recently, popular General Engineering Department course offerings such as technical writing and engineering computer graphics have seen increasing summer enrollments.

### *School of Family Resources and Consumer Sciences (FRCS)*

Five summer courses were first offered by the College of Letters and Science's Department of Home Economics in 1905—"House Sanitation," "The Selection and Preparation of Foods," "House Furnishing," "The Teaching of Domestic Science," and "Microscopic Examination of Food Products and Textiles." By 1910 design courses had been added to the summer curriculum, and the department was transferred to the College of Agriculture.

In 1951 the department became the School of Home Economics, and that summer the catalog listed more than 30 courses and 10 faculty members. The School acquired its present name in 1968 and in 1974 entered the Summer Sessions as an autonomous unit.

In the past decade, the major thrust of FRCS has been toward a research-based program for both teaching and extension, and the summer offerings have become closely related to professional programs within the School. With recent use of the Summer Sessions as a third semester for undergraduate students, FRCS is now drawing increasing numbers of regular undergraduates as well as returning professionals in various fields.

### *Institute for Environmental Studies (IES)*

Begun in the 1960s as a research institute within the Graduate School, IES was established in its present form in February 1970 as a disciplinary unit that combines environmental instruction with a comprehensive research program. A total of 98 students enrolled in IES's four- and eight-week classes during its initial entrance into the Summer Sessions in 1971.

Over the next decade, the Institute sponsored two popular University Forum summer lecture series, "The Aldo Leopold Memorial Colloquium" and "The Institutional and Political Challenges of Energy Policy," and is planning another for the summer of 1987.

### *School of Law*

The School of Law offered a summer program for the first time in 1907. A total of 37 enrolled and expressed satisfaction with the opportunity to complete one-third of a year's work in the ten-week summer session. The staff was composed of four professors, including a judge from Iowa. It was a promising start, although not up to expectations. Unfortunately, the announcement was made very late and did not appear in the catalog that year.

The following year six courses were offered, with 51 students attending, and there was an expressed need for another instructor and a choice of studies for second and third year students. With the exception of a decline in 1910 (when Michigan initiated a summer session in law), enrollment grew slowly and steadily over the first decade. By 1913, more than half of those attending were not regular year students, but teachers and others who started course work to be pursued at a future date.

An important addition to the Law School summer program in the past decade or so has been the extended opportunity for students to participate in clinical programs which combine research, field work, and the hands-on application of legal skills. Clinical experiences for students such as the Legal Assistance to Institutionalized Persons Program, the Legal Defense Project, and the Center for Public Representation not only have provided a practical application of law theory but have served an important public function throughout the entire year.

### *College of Letters and Science (L&S)*

Courses were offered by the L&S faculty from the inception of the Wisconsin Summer School for Teachers, conceived by the State Teacher's Association in 1887. A five-member faculty taught courses in psychology, pedagogy, botany, physics, physical geography, and Latin. By 1889, University credit was awarded and the Wisconsin Summer School for Teachers became a recognized adjunct of the University.

In 1899, Summer Session became an official part of the University, absorbing the Summer School for Teachers and also offering elementary, advanced, and graduate instruction in 22 L&S departments. The 1899 catalog listed 117 courses and 47 faculty members. Attendance that year was 341; a decade later, enrollment had reached the 1,000 mark.

In the past 20 years more than 5,000 L&S students have enrolled in Summer Sessions each year, comprising 35–50 percent of the total summer enrollment. Presently almost 60 departments are offering more than 600 Summer Sessions courses. An increasing array of intensive language experiences are being made available to students in summer, and the College has recently been expanding its boundaries with a variety of opportunities for off-campus summer study.

### *School of Allied Health Professions*

The Department of Radiology and Physical Therapy of the Medical School entered the Summer Session in 1938 with a one-year training course for Physical Therapy Technicians that led to a certificate in Physical Therapy. In the summer of 1946, pre-clinical training in Occupational Therapy was first offered under the School of Education and in 1966, under the School of Medicine.

The School of Allied Health Professions was established in 1974 and in 1975 began to offer summer courses in all four degree programs—Medical Technology, Occupational Therapy, Physical Therapy, and Physicians Assistant Program.

Currently, students in each of the four programs are required to complete some summer work (in either on-campus or off-campus clinical settings) in order to earn their degrees. Summer Sessions graduate offerings have also been expanded in the past several years, since the School began granting a master of science degree in Therapeutic Sciences.

### *School of Medicine*

Summer medical courses were first offered in 1899 under the Department of Histology and Anatomy in Letters and Science. William Snow Miller, M.D., assistant professor of vertebrate anatomy, taught two courses that year—"Vertebrate Histology" and "Mammalian Anatomy."

In 1917 when many male students were suddenly leaving campuses across the country at the start of World War I, the government requested that medical students remain at their work and receive exemption. That summer the Medical School offered a full program of 14 courses in four areas: anatomy, bacteriology, clinical medicine, and pharmacology. All were well-filled!

For the past 20 years, a Summer Session course in Gross Human Anatomy has been attracting students from other campuses across the country because it is one of very few offered. UW-Madison minority students who have been admitted to Medical School also now take this course during the summer prior to beginning their medical studies.

Medical School course offerings have been expanded in the past several summers, particularly in the area of service courses (i.e. those basic courses the School provides for other disciplines such as Nursing and the Allied Health Professions). Increasing numbers of students are finding this a solution to "bottleneck" situations during the fall and spring semesters.

### *School of Nursing*

The Department of Public Health Nursing began to offer summer courses under the Medical School in the 1939 Summer Session. That year Assistant Professor of Public Health Nursing Judith Arnold Davies, B.S., R.N., taught "Principles of Public Health Nursing and Special Fields in Public Health Nursing," and Assistant Professor of Psychiatry Annette Clarke Washburne, Ph.D., B.S., M.D., taught "Mental Hygiene."

The School of Nursing entered the Summer Session in 1943 with a selecton of three courses—"Principles of Public Health Nursing," "Teaching in Public Health Nursing," and "Field Work," all instructed by Pearl Parvin Coulter, M.A., R.N., Associate Professor of Public Health Nursing.

In recent years the School has offered a wide variety of undergraduate and graduate Summer Sessions courses in the areas of theory, clinical nursing, independent study, and research. In addition summer course work has been available for registered nurse students practicing in the community.

The undergraduate program is currently undergoing a curriculum revision and the summer program will be looked at within this context. It is expected that Summer Sessions will continue to be an important part of the nursing curriculum. With the approval of the Ph.D. program the School is committed to strengthening the research mission. The faculty has chosen to use Summer Sessions to focus on this by offering research-based seminars on selected topics for master's and doctoral students and independent clinical study and research practicum experiences.

### *School of Pharmacy*

The School of Pharmacy entered the Summer Session in 1901 in response to a request from the State Board of Pharmacy. Since prospective pharmacists were allowed to substitute and apprenticeship for a collegiate education, the Board felt that apprentices and clerks should have an opportunity to obtain some systematic laboratory training in the natural sciences underlying the study of pharmacy.

In addition to courses for apprentices and regular students, there were special courses for druggists in drug assaying, new synthetic remedies, water or urine analysis, sanitary bacteriology, photography, etc.

A recent innovation has been the School's Early Graduation Plan, first implemented in the 1984 Summer Sessions, whereby Pharmacy students can now accelerate their degree programs through summer study and thus graduate one semester ahead of schedule.

### *School of Veterinary Medicine*

UW-Madison's newest school/college, the School of Veterinary Medicine, opened its doors to its first 80 students in the fall semester, 1983. The following summer, classes were offered in all four of the School's departments: Medical Sciences, Pathobiological Sciences, Structural and Functional Sciences, and Surgical Sciences.

The majority of Summer Sessions enrollees to date have been non-veterinary medicine students seeking post-graduate study. The School's curriculum, however, includes Summer Session's study between the third and fourth year of the program. For the University's first class of 80, that will occur in the summer of 1986.

### *Highlights in the History of the UW-Madison Summer Session*

1885 The Stager Summer College of Languages pioneers summer instruction at Madison.

1887 A Wisconsin Summer School for Teachers opens on campus.

1889 The state legislature appropriates $1,000 for summer instruction at Madison.

1899 E.A. Birge becomes the first director of the UW Summer Session.

1909 The Schools and Colleges of Letters and Science, Agriculture, Engineering, and Law all appear in an official Bulletin.

1917 The forerunner of the Association of University Summer Sessions is formed by Wisconsin's Director Scott H. Goodnight.

1925 A Rural Church Conference, a School for Workers, and a

Seminar for School Administrators become pioneer public service programs.

1927 Tripp and Adams Halls open, providing University dormitory accommodations for men.

1933 To weather the Depression, the Regents require that the Summer Session be "self-supporting."

1947 Returning G.I.'s produce an unprecedented enrollment boom in a special summer semester.

1957 Spurred by new short sessions, summer enrollments begin to exceed regular-year growth patterns.

1967 UW-Madison institutional studies form the basis for an analysis of The American University in Summer.

1972 The concept of the "summer session special student" matures into a year-round Office of Inter-College Programs.

1973 Under the aegis of UW-Madison, an American Summer Sessions Senate is formed to stimulate research and development in year-round higher education.

1975 The summer term in its 90th year has become "an intimate and essential aspect" of year-round UW-Madison operations.

1985 UW-Madison Summer Sessions celebrates its 100th anniversary making it one of the oldest summer schools in the country.

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